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ABSTRACT

This theme issue on networked teaching and learning contains 11 articles written by teachers of English and language arts in Bread Loaf's primarily rural, teacher networks. Most of these narratives describe how teachers have taught writing and literature using online exchanges or teleconferencing involving students in different locations and grade levels. Articles are: "Pass the Poetry: A Fine and 'Freaky' BreadNet Exchange" (Lucille Rossbach); "Exploring Language, Identity, and the Power of Narrative" (personal narratives by bilingual students) (Ceci Lewis, Mary Guerrero, Lusanda Mayikana, Michael Armstrong); "Exploring the Common Ground: Authentic Voices on Line" (Peggy Turner); "Picture This! A Herculean Collaboration" (Vivian Axiotis); "Reading and Mind Reading: Networked Discussion of 'Beowulf' on BreadNet" (Anne Elrod); "Avoiding the Pitfalls of Peer Editing on Line" (Judy Ellsesser); "'Can We Do That Exchange Thing, Too?'" (interactive teleconference on "Romeo and Juliet") (Michael Atkins); "Cross-Age Networking Reconsidered: When Students Become Teachers" (Gail Denton, Rebecca Kaminski); "Service Learning and Curriculum Content: The Merging of Old Ideals" (Jeff Loxterman); "One Writer's Beginnings: A Reason To Teach" (Patricia Parrish); and "Shape Shifting: When Students and Teachers Switch Roles" (Anne Decker). This issue also contains reports from state meetings of teacher networks, announcements of member activities and achievements, and lists of network members. (SV)

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Spring 2002

Bread Loaf Teacher Network

Magazine

Networked Teaching and Learning

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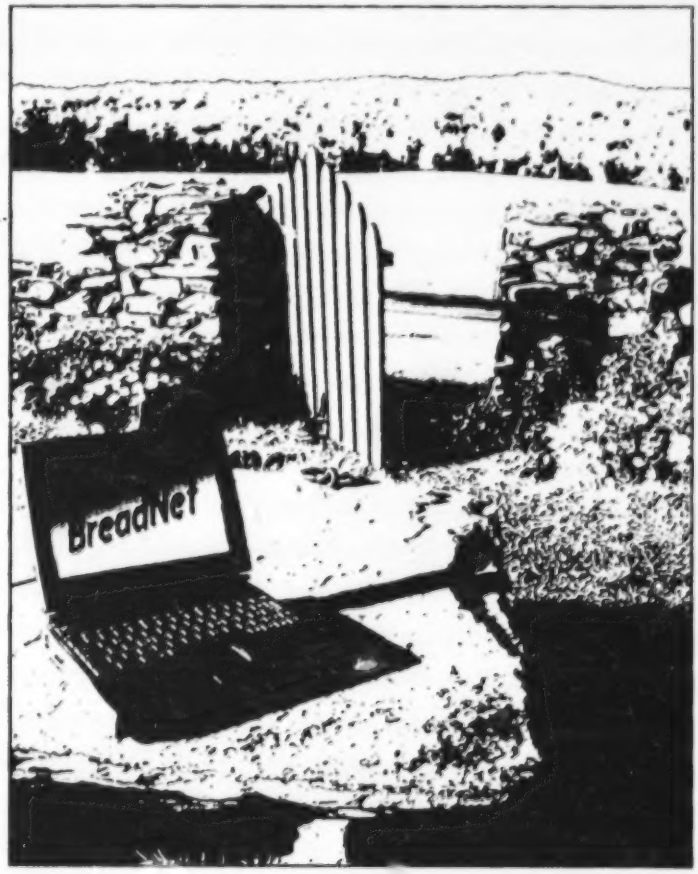

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Exploring Language, Identity, and the Power of Narrative

Picture This! A Herculean Collaboration

One Writer's Beginnings: A Reason to Teach

Avoiding the Pitfalls of Peer Editing on Line

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This issue of the *Bread Loaf Teacher Network Magazine*, "Networked Teaching and Learning," is dedicated to Rocky Gooch, telecommunications director for the Bread Loaf Teacher Network and a trustee of Write to Change, a nonprofit organization promoting greater literacy in communities and schools across the United States. Rocky trained hundreds of teachers and students to use technology that enabled them to form informal networks and intentional learning communities. All who knew him were guided by his wisdom, patience, and kindness. Rocky died on September 30, 2001.

Bread Loaf Teacher Network

Spring 2002

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Pass the Poetry: A Fine and "Freaky" BreadNet Exchange

Lucille Rossbach
Idalia High School
Idalia CO

We don't really know much about each other except from each other's poetry. Well, that is the beauty of poetry: to be something that you aren't and let readers make of it what they will. —Adam, senior, Kenny Lake High School

From Modest Beginnings

Nearing graduation and finishing a two-year writing project that networked his classmates in Tamara Van Wyhe's classroom in Kenny Lake, Alaska, with mine in Idalia, Colorado, Adam, in the above epigraph, writes to my sophomore Jackie. The writing project, titled Pass the Poetry (PTP), required students to discuss poems, study poetic forms and techniques, and write poems and criticism. At least, that's how Tammy and I envisioned the exchange in July of 1999 when we met at Bread Loaf's Vermont campus. We outlined plans for one semester and even discussed our students' meeting face-to-face as a culminating project but admitted that was likely impossible. Little did we expect PTP to last two years, result in four chapbooks of poetry, and become an experience that shaped how our students thought about language, writing, and themselves.

The structure of PTP was not complex. Tammy and I had small classes of ten to twelve students each, and we invited Chris Benson, a writer and the editor of this magazine, to participate. Each of our partnered students discussed common poems on line, wrote two or three original poems monthly, and revised them, with input on alternating weeks from each other and from Chris. Unexpectedly, our students' correspondence acquired an academic sophistication that none of us could have foreseen. Note Ben and Sara's familiarity with Robert Frost and William Blake in December of the second year, but also note their fluent social interaction:

> Ben: I am starting to enjoy Frost's poetry, probably because it has a story involved and a deeper meaning, as well as how he uses language tools, like inference and metaphors. I like your "Piano" poem very much. It resembles Frost's form immensely. I can picture a woman sitting at a black piano, playing a song. Then she gets up in the empty room, like she has gone crazy from loneliness. And all the angels are applauding the composition, when she didn't think anyone heard or cared. . . . It is very Frost-like.
>
> Sara: I like the format you used for writing your poems. They create a sort of reflection. Not only a reflection, but they also show the maturity or advancement of the object. . . . You start out with "Guitar" and how it is smaller and awesome; then you go to the long line which represents the reflection line or turning point and you end with the words: "larger, powerful, and . . . bass." Powerful! The guitar went from small to being a powerful bass. I think you should think about writing a piece of poetry in this same style about you as you have grown up. Innocent at first, you hit a point in your life where you turn, and you end with experience. Kind of the theme like Blake's.

This highly social interaction sustained PTP and intensified students' interest in reading, writing, and creating substantive discussions about poetry. They enjoyed getting to know each other through academic writings and creating their own sense of self through the online discourse.

"Freaky" Field Trip

Early this year Tammy, Chris, and I joked on line about a "field trip" through which our students could meet face-to-face. Of course, we realized the sheer impossibility of transporting a dozen people to Alaska or eastern Colorado. But last spring, a problem in scheduling prevented Tammy's students' annual trip to Washington, D.C., and they decided to visit Idalia instead. And Chris promised to join us! We were ecstatic at this sudden possibility!

Then came another change in plans: an authority in Tammy's school district denied her request for the trip because the exchange and culminating field trip, in his words, were "just too freaky." The project *was* unusual: many students had stayed in the project for a second year, a testament to its success, but "freaky"? I believe innovations in schools are often labeled freaky because they break barriers, sometimes even rules, and they don't fit neatly into a school administrator's vision of what constitutes normal education.

But things got "freakier." Immediately, Tammy wrote, "The $1,600 we raised to travel to Idalia is yours if you can come see us." My students and I were stunned by this generosity. But how could we possibly raise another $7,000 in just a few weeks? Then, surprisingly, money started arriving from friends and associates of the Bread Loaf School of English and the Univer-

sity of Northern Colorado (a poetry professor there had been following our project). "They don't even know us, and they're sending us money," marveled Daniel, one of my students.

Within a month a sharp-eyed travel agent secured half-price airline tickets for us, and we received enough grants and gifts to cover every expense. One school foundation even offered "an extra $300 should you need it." Then Tammy said she and her students would make the five-hour van trip to meet us and Chris in Anchorage late Sunday night. But, as I suspected, all their available money had been sent to us, so the Idalia parents pulled out checkbooks to help with their expenses. Now, *that* is positively "freaky"!

Why was this happening? Chris remarked, "It *is* freaky, this networked learning. It's freaky because it's not contained by the school walls, and perhaps that frightens some people. Your students developed intense intellectual relationships with Tammy's in Alaska. In some sense they have become members of each other's school community, a kind of dual citizenship. The kids want to finish the project as planned. It's gone beyond schoolwork for them and become an intrinsic academic aspiration. That is freaky. It's also a good thing!"

These students had built relationships, not on "seeing" each other, but on listening to and learning from each other. These relationships, founded on an exchange of poems they'd written and on substantive discourse about poetry, had fostered trust among the students, and the trust had begun to be academically and socially productive.

Lucille Rossbach during the excursion to Alaska with her students

Relationships Built on Trust

During PTP, students did not exchange photos, personal email addresses, or even last names because Tammy and I wanted students to focus on the academics of the exchange. Perhaps the most compelling reason for not exchanging photos came from one of my students in another exchange: "We have a chance to let other people see us in their mind. For example, in our own high school, we might be considered geeks, weird, or outcasts. When we're writing to others who have never seen us and know nothing about our background, we can set a whole new image for ourselves."

Solely via online correspondence, trust developed on many levels: between students, between teachers, between students and teachers, and between Chris and the others. At the end of our first semester, some students changed partners to continue the exchange, and Valerie seemed to grieve the loss of her partner. She wrote, "The amount of writing . . . in my letters has decreased a small amount since the beginning of the year." She had built trust with her former partner, had begun to rely on him in the learning process, and was reluctant to let go of that process. Later, she recognized that the change in partners actually stimulated her thinking.

The exchange also necessitated trust between Tammy and me because of the difficulty in writing and studying poetry. Though veteran teachers, we (like many English teachers) were apprehensive about teaching poetry, having written little of it ourselves. This would be a learning experience for us, too. At times, I simply had to trust the process. I remember expressing concern about pairing my sophomore students with junior-senior honor students during our second year. But I deliberately decided to trust, and, happily, my students did indeed rise to the challenge of working with older partners who, in turn, were challenged by my students' ideas, too.

The students created a trusting relationship with Chris, also, who sent "buddy-type" correspondence and "poetry-professor" criticism as he moved students from shadowing poetry to creating it, some of which rivals the work of professional poets. Students came to realize this poetry stuff is not for "sissies," that real men and women live richer lives because of the attention they give to language, meaning, and poetry.

Every two weeks the classes, alternately, wrote to Chris and explicated or remarked on poems they'd been reading. They often included drafts of their own poems. Chris usually responded to the class as a whole, and then to each student personally, addressing their individual ideas and

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Pass the Poetry

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their poems. Sometimes he included his own poems. He treated the students like writers and read and criticized their work as literature, i.e. he responded to the content of the poems and communicated how it affected him and his knowledge of literature. When Chris pointed out surface flaws in the writing, he did so in a way that let the students know that these were superficial considerations in comparison to the meaning of the poem. Note how Chris and Gage negotiate these considerations:

> Dear Chris,
>
> This week's common poem is *Romeo and Juliet*. . . . It is astonishing how William Shakespeare made an entire play with a good plot into one huge poem. . . . Are you a Shakespeare fan? If so, do you have a favorite of his?
>
> Well, here is my sonnet. I am still working on it. It doesn't follow the rhyme scheme exactly, but it's a good start. I sort of like the sonnet form. It challenges a person as a writer. The finished poem has a good delivery because of the rhyme and rhythm. I am in the works of writing another one about my own interests or perception.
>
> I noticed some of your poems in your book *Ashes at the End of Day* were in prose. . . . I enjoyed reading the one about "The scar that never healed." I thought it was funny how you described the troubled character finding the Lord while pumping gas. Well, anyway, I know you have twelve people to write to, so I will shut up now. Here is my sonnet. . . . See ya later.

And Chris's response, a hybrid of the social and the academic:

> Gage:
>
> I do have a favorite Shakespeare play: *Othello*. I've taught it several times in literature classes.
>
> You mentioned Shakespeare's plays being one huge poem. That is interesting. They are written mostly in blank verse, a form I like to use in my own poems: unrhymed iambic pentameter. I wrote "My Neighboring Lovely" in blank verse. I strayed a little from the form but managed to create a few galloping verses. . . .
>
> I really like your poem. It is sort of a modeling of Shakespeare's poem, but I think you've done some original work in it. I like the lines "its full beauty comes once a month," "sheer ignorance of dark's gorgeousness," "nor shall Grim call upon his blade." Is that last line, an allusion to the Grim Reaper, also an allusion to the shape of the scythe that the moon assumes? I love the language of your poem. The meaning of the poem is difficult to apprehend though. . . . If you revise it, you might try to bring out the "sense" of the words more. —Chris

Near the end of the project, Chris noted the exceptional level of trust among all participants, indicating that the experiences he, Tammy and I shared during the summer at Bread Loaf provided a foundation on which to build:

> Lucille, Tammy, and I didn't know each other well, but we trusted our experience together in Vermont. We were like battle comrades who'd been through it together, and on that common experience we built the trust, slowly over time. Students did the same thing in their writing on line. Building trust. Maybe the building of trust is what's lacking in closed classrooms, especially in small K-12 schools: students arrive in high school with their relationships between their teachers, peers, and community fairly well established; they hardly have any opportunity to "build" trust in the closed classroom. But in the networked classroom, there is an opportunity to build trust, in fact, a demand to do so. And there is also the opportunity to grow through the process, to recreate a new self through the writing.

The Online Selves: We're the Other People, Too

Our students were acutely aware of the opportunity for creating new selves, as Chris describes it. Alaska student Adam wrote to Jackie, his partner, as our departure date for Alaska neared:

> So what have you thought about the exchange? Did you like it? Was I a good enough partner? Well, I had a great time taking part in the exchange this year. I thought that you were a great partner. . . . One thing about this exchange is that we don't really know much about each other except from each other's poetry. Well, that is the beauty of poetry, be something that you aren't and let the reader make of it what they will. What a cool way to end the exchange, by meeting what so many pages have told.

Adam points out the ambiguity of networked learning. Just who is the other? With only words to represent ourselves, we must use them carefully, and students understand this.

The discrepancy between what the words say and what is real caused a little anxiety for my students as our meeting with the Alaska students neared. Tonya said we were about to "meet the students of our imagination." Some, like Adam, were eager and showed no sign of anxiety; but several, who were younger than their partners, expressed anxiety. So I asked them to reflect in writing on the past two years. Of course, they wrote about poetry. And even though I had not asked them to address the relationships with their partners, we are social beings, so that naturally surfaced. Ben wrote, "We have been writing for two years without knowing what the other looked like, basing impressions on personalities that come through on paper. And I don't know how well this is going to turn out." Other students expressed similar apprehensions. Curiously, I'd never witnessed this type of uneasiness

among students I had taken on field trips to Europe.

Such is the beauty of online exchanges done without photos and personal addresses—perhaps even their strength. As students grapple with developing online personas, they become aware of the challenge of writing for particular audiences.

Later, when Scott Christian, documentation consultant for BLTN, joined us on Tuesday to document our "reunion" with the Alaska students in Kenny Lake, he posed some questions, including, "When you read poetry written by other students, you get to know them to some degree. How do you think people read you on line? What kind of impression do you think people have of you when they read your writing on line?"

Many claimed, in effect, that language was transparent, that they were able to use written language to express themselves truly and precisely. For example, Sarah wrote, "The person writing to her (Terri) was me because I see her like a friend." Another said, "I presented myself on line like I present myself everywhere else. . . . Personality isn't a physical attribute." Still another grew in confidence, "When we first started the exchange, I always tended to butter things up and make everything flow perfectly. . . . I just wanted to please the teachers. Now, this year I presented myself and my comments as I really was and felt."

Quite a few students, however, discovered the ambiguity between who they were and how they presented themselves in writing, a sophisticated understanding for high school writers. Brooks, for example, referred to edited personas: "When I write I am a different person. It's all proper grammar and no accurate representation of me by any means. That's why our meeting was so important."

Jesse recognized the need to choose words carefully: "When I talk or write comments I've got to be careful because once it's posted you can't take something back. It's there, so a lot of the time what you write is taken the wrong way. So, I'm a little cautious when writing an exchange letter."

Some also alluded to the influence of authentic audiences: "When we first started I think everybody went a little overboard trying too hard to make their partner think they were smart or intellectual. After a while when we really got the hang of things we all started to loosen up a bit. I had two partners, Brandon and Joel, and even with them I found I was writing differently to each one a lot of the time."

Such is the beauty of online exchanges done without photos and personal addresses—perhaps even their strength. As students grapple with developing online personas, they become aware of the challenge of writing for particular audiences. These online relationships allowed our teens to experiment with different personas, try on different personalities, discover who they really are, who they can be. The exchange's emphasis on academics allowed online personas to develop naturally over time: Terri said, "On line I showed my school self, but not so much my personality. My partners just basically knew what I did, but in a weird kind of way they actually know me." Having authentic audiences for their academic work facilitated their social development and relationships in very positive ways.

Poetic Endings

After two years of writing poems and intense correspondence on line, PTP has ended. These young students are significantly older than they were when they began the project. Some students are now in college and living independently. Students began the project shadowing poems and finished it writing several original poems each month. Their discussion of common, anthologized poems evolved into advanced study and application of Mary Oliver's philosophy of poetry, *Rules of the Dance*. Their run-on sentences and fragments have largely disappeared and our students achieved writing scores that surpassed state averages in Colorado and Alaska.

The two-year academic exploration of Pass the Poetry culminated with four days of sight-seeing, learning, celebrating excellence, exchanging gifts (especially community cookbooks), gaining a deeper appreciation for poetry, and especially strengthening friendships, some of which now continue via personal email. Over 1,000 printed pages of single-spaced transcripts from the online exchange tell of the potential of poetry to change lives and the power of networked learning to transform young minds. That's beautiful. That's poetic!

Lucille Rossbach, an English teacher and reading specialist, has taught in Iowa, Nebraska, Kansas, and now Colorado. She is currently working on a second master's degree, at the Bread Loaf School of English. In the summer of 2001, she received the Elizabeth Bailey Teaching Award at Bread Loaf.

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Exploring Language, Identity, and the Power of Narrative

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What does it mean to be bilingual? For some, being bilingual means being able to cross cultural and linguistic boundaries. For others, however, being bilingual means having to give up one identity to obtain another. The discrepancy between these two definitions is immense and baffling. For this very reason, Bread Loafers Lusanda Mayikana, Mary Guerrero, and Ceci Lewis, along with mentor Michael Armstrong, have embarked on a two-year research project that focuses on the use of narrative to help them understand what it means to be bilingual.

This research project, which has been funded by a Practitioner Research Communication and Mentoring Grant from the Spencer Foundation, provides an opportunity for the participants to explore issues of language acquisition as a curricular endeavor and as an exploration into self. The BreadNet conference where the writing is generated and archived is titled Language Acquisition. In this safe writing environment, we and our students—Veronica, Samuel, and Abe from Tombstone High School; Khulekani, Thembi, and Ntokozo from Johannesburg; and Melvin, Jessica, Johanny, and Angel from Lawrence, Massachusetts—have shared stories that center around language and bilingualism. The narrative forum provided by this conference on line has proven to be a place where ideas regarding the relationship between identity and language can be examined. By telling stories of our own linguistic experiences and by responding to each other's stories, we (students and teachers alike) hope to gain insight into how language shapes us and the varied cultures in which we live.

Language Acquisition is not just a political discussion. It is not merely a debate over the value of bilingual education versus English-only education. Language Acquisition is about the journey of many of our students who must learn a new language in order to be successful in a new culture. This difficult journey is described by Jessica García, a third grader in Lawrence, Massachusetts, whose family came from Santo Domingo (all student writing is reproduced without corrections). Jessica says, "If your going to learn a new language. It's hard. You feel scared inside. When I was learning English I was really scared. I was closed inside like it would take forever to speak another language." Jessica's journey, like that of many students in our schools for whom English is their second or third language, is an arduous, enduring struggle for identity, rights, personal and cultural acceptance, and the freedom to communicate.

Using the computer conferencing technology of BreadNet, we have networked our classrooms. Michael corresponds with our students and us from England. The conference is a place where each participant recounts his or her own story about the journey towards bilingualism. As Lusanda Mayikana writes about her own journey, "English to us represented a different culture, a different world. We could not speak English in our world. And the English-speaking world could not accommodate us either." For Lusanda, moving from one language to another was like walking in two worlds. She continues, "The occasion that made me realize how language and identity were closely related was an embarrassing situation when I was asked for directions by someone who could not understand any of our local languages. I was walking in town with my sister, and she was looking up to me as she was fourteen and I was eighteen and a first-year student at university. I was unable to communicate with the stranger and thought it was *my* fault. I was so embarrassed that from then on, I decided I would never put myself through such an experience."

For the students participating in this project, reading the stories of others who have had to learn second and third languages opens up the door for their own stories. Veronica Sanchez, a high school student in Tombstone, Arizona, writes about her journey in her memoir:

> Both of my parents, Manuel Sanchez Rodriguez and Juana Sanchez Gonzales, migrated from Mexico to the United States twenty-five years ago. At the time they didn't find English was necessary. My father always worked with Hispanic people. Then the time came they had to communicate in English. It was then both decided to study English. They learned very little.
>
> My older brother and sister, Victor Manuel Sanchez and Matilde Cavalier Sanchez, were in school. Obviously with some struggles in the beginning but as the years passed their English in school became al-

most perfect, and their Spanish at home was great.

When I started school my classes were bilingual. My parents thought it was best for me to learn both languages. I learned both languages but often had problems. Then I was transferred to ESL. In sixth grade my English wasn't all that good. I remember reading in front of the class and classmates making fun of me because my English mispronounced words. My self-esteem went down and soon I became really shy.

Mrs. Cardeñas. How can I forget that name? She was my sixth grade English teacher. Pencil sharpeners weren't allowed in her classroom. I took my new sharpener; after she took it away she said, "I will give it back to you on conference day."

When conference day came I asked her, "*¿Me puede regresar mi sharpeador? Usted me dijo que me lo daría hoy.*" ("Can I have my sharpener back? You said you would give it to me.")

She burst into laughter and said, "What? Sharpeador?" I knew I was completely humiliated. I remember I felt like crying right then, but I didn't.

Later, my parents laughed, too, as if it was the funniest joke they heard. Of course, my parents corrected my mispronunciation. "*Veronica, ¿qué te pasa? Sharpeador no es una palabra. Sacapuntas es la palabra.*" ("Veronica, what's wrong with you? Sharpeador is not a word. *Sacapuntas* is the word.") I thought to myself, why did I have to open my big mouth. I still feel ashamed for what I said, but it was funny, and my parents didn't make fun of me.

My English and Spanish are not perfect. But I think I manage both very well. I can translate even though sometimes I need a dictionary. Thanks to that I know two languages that I know will be of a benefit for me in the future. Since my parents always taught me to be proud of who I am and never forget where I come from. I say I am one hundred percent Mexican even though I was born in the United States. The same way my parents raised me I will do the same with my children. I will teach them my language and culture.

Ceci Lewis at Bread Loaf Vermont

In this example, Veronica narrates a disorienting linguistic experience. It's clear that this memory is related to Veronica's sense of identity when she concludes that she wants her children to experience bilingualism, despite the struggles that her own bilingualism presents her. She believes the gain in self-knowledge is worth the struggle. Through this project, Veronica and her peers are altering their perceptions about language, rights, culture, and identity. We continued to observe this happening to Veronica as she wrote the following story about a local fraud for her school paper and later posted it for all participants in the conference to read.

Financial Aid Scam

Do you want to go to college, but you're worried about the money and whether you can afford it? There are many options like scholarships, Pell Grants, and loans that can help you get into college. The most common option used would be financial aid. Recently I was part of a financial aid scam that I would like to share with you.

I received a letter a couple months ago from a company called College Resource Management stating that I qualified for Financial Aid. I immediately called to find out. As I was setting the appointment, I asked "How did you contact me?" The person I spoke with said that they had a list of students that were outstanding in school, and participated in sports. At the time I had good grades, so I wondered if that was the reason I was chosen.

The day of the appointment came and I was very nervous. When my dad and I arrived, two men were outside directing parents and students to sign in. It was very formal and the representatives were extremely polite. I saw all kinds of people but mostly Hispanics, which made me feel real proud. Then we had a personal interview with one of the representatives. I translated in Spanish since my dad speaks a little English but did not completely understand the kind of information that was given.

We were expected to pay something for the service. The interviewer explained that the amount was very low, nothing compared to the money that we would have to pay without being part of the program. Immediately after that she asked how much money we would pay right then. We couldn't pay the amount she asked, but she kept on insisting. My dad told her with true honesty he wasn't sure when he would be able to pay it. We decided that I would call her the following Wednesday to let her know if we could pay the amount she asked which was the down payment. I called her the following Wednesday as we had said. Our representative wasn't there, and so I spoke with

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someone else. That person told me that it was okay to call her back whenever we had the money.

My father is currently disabled and doesn't have enough resources to pay any amount of money. I tried to cancel the contract, but every time I called a machine came on or rude operators came on and said I couldn't cancel. I insisted on talking to the advisory board director. They always had an excuse that he wasn't available. Constantly, I called and left messages and never received any answers. Finally, my dad spoke with a person who told him that he would cancel the contract if my dad sent his signature in the services agreement. My dad immediately mailed the papers; it was assumed that the contract was canceled.

On November 20 we received another letter saying that they charged my dad's Visa without notifying him in any way. They knew about the cancellation because the cancellation papers were sent before they charged the money. We have now cancelled my dad's Visa. We have also made a claim in the bank. Right now they are trying to get our money back.

The point of this story is that you should be careful of people who only want money; they didn't want to help me. It was very stupid of me, and I say this because I should have consulted about this with someone. If you ever receive any kind of letter, do some research and find out about the company talk to people who you think might know how to handle and stop the situation.

In this example, Veronica uses narrative to understand another disorienting experience in which her bilingualism plays a part. Her narrative leads her to the conclusion that she needs to be careful of scams targeting people whose language places them in the margins of mainstream American discourse. One reason for Veronica's success in reaching these conclusions is that she has an audience of peers on line who face similar situations regarding language and cultural marginalization. Khulekani in South Africa responded to Veronica's article, praising her for speaking out, and narrating his own personal experiences to understand the deceitful practices used against people of "other" cultures. Khulekani writes:

> Hi Veronica, I was lucky to read your beautifully written article and what you are talking about I can relate to. The only thing I can tell you is that many people have not accepted that everyone is equal in the eyes of the law. There are people who are out to oppress other non-white people of this world.
>
> As you know I am a black South African and since there have been elections for the second time in our country, it automatically meant that people were free from apartheid. But in practice things were not so: blacks who work in the farms were attacked by their employers and some were wrongly dismissed, so it will take us a long time to really get rid of this unfair treatment of other humans.
>
> What I'm trying to highlight is that there will always be people who manipulate others, saying they want to help but really helping themselves. People will be doing this until others stand up and fight for their own rights. The kind of a fight that you must adopt is the one that will empower your people, for example, education. If you educate yourself you'll be able to warn your people not to fall for such bad people.
> —Khulekani.

The excitement of the learning occurring on line is evident in the content and tone of these students' writing about their experiences with language and culture. Through the telling of these stories, through making meaning of confusing experiences and circumstances, the participants are indeed improving their skill with writing. At the same time, they are exploring a controversial political issue, one that touches them in their hearts and minds. The intimacy of the subject matter, the ability to use BreadNet to share these stories with others, and the opportunity to make intellectual connections with others with similar experiences give the participants in this project a chance to critically explore their own experiences and make meaning of otherwise confusing events. The acquisition of language, it becomes clear, is more than an educational experience: as reflected in the writing by students in these networked classrooms, language acquisition is an academic, social, and personal journey. Yet through the medium of BreadNet, the participants have agreed to travel this road together for a time and help each other meet the challenge of the journey.

The acquisition of language, it becomes clear, is more than an educational experience: as reflected in the writing by students in these networked classrooms, language acquisition is an academic, social, and personal journey.

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Talking Proper: "Say Sandwich, Not *Sang*wich!"

Finding the proper words to tell the story of how I've learned to use language has proven to be more difficult than I thought. It seems impossible for me to tell my story without going back to my mother and father's language stories. From there, I find myself going to their parents and then I realize that my language story is really very much their language story.

I am a first-generation United States American on my father's side and second-generation on my mother's side. My most recent ancestors all entered the United States from Mexico. The very name of that country means "mixed," and my family history is exactly that—mixed! The first language of both my parents was Spanish. My mother, Lillian Esther Burgner Durazo, was born to a father of German American heritage, and her mother was of Mexican American heritage. Despite the fact that her father was technically a "gringo" (slang for white man), my mother's first language was Spanish, and when my grandfather left, the primary language of the home became Spanish.

My father, Francisco José Durazo, always insisted on being called "an American of Mexican descent." His family immigrated to the United States when he was four years old. His mother, who lived in the U.S. for the last forty-four years of her life, never spoke English. I recall the only English terms she would use. The first was the name of her favorite television character Stony Burke, which she pronounced, as all native Spanish speakers would, "eh-Stony Burke." The only other English she spoke was when she had to affirm her U.S. citizenship whenever we crossed the border. Although my grandmother never found it necessary to speak the language of her adopted country, she remained adamant that her children should.

My childhood memories are filled with admonishments to correct any mispronunciation: "The word is sandwich, not *sang*wich! Church, not *sh*urch, sh-ampagne, not *ch*-ampagne." Along with pronunciation lessons came etiquette in proper tone. As I was a boisterous child, my mother was forever telling me, "Modulate your voice." All of this energy that she placed on learning how to speak proper English was never applied to my learning how to speak Spanish. In fact, Spanish was not spoken in my home unless one of us kids got into real trouble. Then the Spanish words flew out of my mother's mouth. It seemed that she reverted back to her mother tongue only when she was too frustrated to speak "properly."

Though my paternal grandmother did not speak English at all, I don't remember experiencing any communication problems with her. There is one story, however, that I will never forget. When I was ten years old, I went to my Nani's (Spanish nickname for grandmother) with the intent of impressing her with my Spanish. I had never had a class in Spanish, and all I knew about the language was what I had been able to decipher when the adults spoke (they always spoke in Spanish on occasions when they didn't want the children to know what they were saying, and these occasions were a wonderful motivation to learn to speak the language). So, there I was, all ready to impress my grandmother. When I spoke, I said, "*Buenos días, Nani. ¿Como se sientas?*" Well, the next thing I knew, my grandmother was laughing so hard that tears streamed out of her eyes. Still laughing, she responded, "*Con mis dos nalgas, cómo no.*"

In my eagerness to impress, I mispronounced the verb *sentir* (to feel) and mistakenly used the verb *sentar* (to sit). As a result, instead of asking my grandmother how she was feeling, I asked her how she sat! Of course, she replied with her two buttocks. This *faux pas* provided my family with laughs for months to come. My Nani was so entertained by this blunder that she called up all her sons and daughters, from New York to California, to tell them about it. At first, I was mortified. Later on, however, I realized she really was impressed and grateful that I tried to speak to her in Spanish. From then on, I read the Mexican newspaper to her every night for more than a year. She helped me with the pronunciation of the words. Thus, I learned Spanish from my Nani. During these lessons, I learned about Latin roots and discovered many words in Spanish are similar to their English cognates. I became fascinated with how language works.

Now as an adult, I find myself yearning to be able to speak more clearly and coherently in both languages. Although I have a master's degree in English, I still feel inadequate in this language. I struggle for words that will explain what I am feeling.

As for Spanish, I have years to go until I will feel comfortable communicating in this language, which is very close to my heart but so distant from my tongue. The older I get, the more important it is for me to be able to speak and read this language.

There is so much more that I wish to say, but don't know how. I will close for now, but I must admit: this memoir is making me look at some things that I "knew" but never gave voice to. I am finding out that language is a most personal possession. *Adios.* —*Ceci Lewis*

Until his recent retirement, Michael Armstrong was head teacher of Harwell Primary School in Oxfordshire, England. He has been teaching at Bread Loaf every summer bar one since 1986. The author of *Closely Observed Children* and of many essays on education, he is at present working on a book about children as storytellers.

Ceci Lewis, 1999 graduate of Bread Loaf, recently received the Arizona English Teachers Association Teacher of Excellence award. In her eighth year of teaching, Ceci loves the challenge of teaching in the public education system.

Mary Guerrero just completed her third year at the Bread Loaf School of English. She is a staff developer for writing at H. K. Oliver School and works closely with Lou Bernieri in the Lawrence Teacher Network and in the Andover/Bread Loaf Writing Workshop.

Lusanda Mayikana completed a master's in English Education at the University of Witwatersrand, South Africa, where she currently teaches. She is a 1992 Andover Bread Loaf alumna with professional interests in educational reform, redress, and equity in the education of historically disadvantaged communities.

Bread Loaf
Teacher Network

Exploring the Common Ground: Authentic Voices on Line

Peggy Turner
Saltillo High School
Saltillo MS

John Steinbeck believed that the human spirit suffered in isolation and that only in community could men and women oppose injustice and aspire to dignity.

—Peter Vilbig, editor and writer, *Literary Cavalcade Magazine*

Like John Steinbeck, I believe the human spirit suffers in isolation, and this effect of isolation on students greatly concerns me as an English teacher. Observing the bustling corridors of Saltillo High School, where I teach, one might find it difficult to imagine that learning is an isolated experience, but our departmentalized system of education, in isolated rooms where we work on discrete activities, where bells ring and everyone moves—musical chairs fashion—from one cubicle to another, promotes a disjointed and disconnected structure in which to teach and learn. However, I have found a way to reduce the isolation that is inherent in our system of education. In 1993 I went to the Bread Loaf School of English and was trained in the use of telecommunications in the classroom. That experience has led me into a powerful networked community, the Bread Loaf Teacher Network (BLTN), which has transformed my Mississippi classroom, as it is transforming scores of other classrooms across the country. Networked learning, or simply the linking of students and teachers through telecommunications, creates new communities for learning within the traditional classroom, dispelling the isolation that teachers and learners have often felt.

These days we are constantly bombarded with the demand that our schools be "fixed." Parents and administrators, and now even legislators, are asking teachers, "How can we prepare students to move from schoolwork to "real" work? Networked learning as it is done in the BLTN provides students and teachers with opportunities to create real, varied, and meaningful discourse about vital issues; such discourse is the perfect context for a real education and for participation in public and community life.

Participating in public life requires my students to examine what they as Americans, Mississippians, and members of their communities have in common. What are our common values that make us who we are and bind us, a diverse people, as one? No other writer brings these questions to the fore as well as John Steinbeck. In a 1998 excerpt from his nonfiction work *America and Americans*, the student magazine *Literary Cavalcade* highlights the puzzlingly beautiful American paradox of unity through diversity. In my English III American Literature class we discuss the Steinbeck excerpt, the American Dream, and the disillusionment that often accompanies that dream. Steinbeck raises issues that insist we take a close look at ourselves in ways that often make us uncomfortable:

- We are self-reliant and at the same time completely dependent.
- Americans overindulge their children and at the same time do not like them.

Peggy Turner with students in Mississippi

- We fight our way in, and try to buy our way out.
- We are alert, curious, and hopeful, and we take more drugs designed to make us unaware than any other people.
- Fortunes are spent getting cats out of trees and dogs out of sewer pipes, but a girl screaming for help in the street draws only slammed doors, closed windows, and silence.

After reading Steinbeck's essay on a dark and chilly winter morning, electricity filled our classroom; everyone was moved—some maddened, others saddened—but all reacted.

I have taught long enough to identify the teachable moments, and I recognized such a moment in my students' heartfelt reactions to Steinbeck. After hearing my students' reactions, I asked them to write a response to Steinbeck's essay, which I would upload for the Bread Loaf community via the electronic network BreadNet. I knew that asking my students to write for their peers on line would deepen their experience with Steinbeck's ideas. Here we were in a classroom in rural Mississippi, raising questions about what it means to be a good American. What better way to answer that question than to ask other students and teachers across the country? In the responses on line, we'd surely see diversity. Would we also see unity? Would we create unity?

Courtney, an eleventh grade Saltillo student wrote:

> Sadly, I admit that I wholeheartedly agree with Mr. Steinbeck's summation of the "American way of life." I wish I could say that the whole article was nonsense. It's really hard for my patriotic spirit to accept this tragic truth. Two questions fill my mind now, and the first may have several answers: I want to know what triggered the change in the American life-style. Some would say that it was television and the media. I tend to think that the rebellious spirit that sometimes wells up in people caused a general decline in moral values. The second question is this: If this article was written in the 60s, when did America start going downhill? This question also has no concrete answer. Since there's no real answer, how can anyone try to change the situation?

After posting their writing on BreadNet, I wrote:

> Does anyone out there get *Literary Cavalcade*? We have just read and written about a Steinbeck essay in the current issue. It is powerful and disturbing. My students have lots to say about it. Please try to get your hands on a copy and respond to my students.

From that request came a vibrant connection with Vicki Hunt, her eleventh grade students in Peoria, Arizona, and Chris Benson and Scott Christian, two outside readers on the Bread Loaf staff who helped to guide the students' discourse. From that spontaneous beginning in February of 1998, the project has continued in collaboration and has been extended to numerous classrooms.

In *Politics of Writing* (London: Routledge 1997), Roy Clark and Roz Ivanic herald the need for more practical and engaging work to enhance language arts and writing instruction. They suggest that teachers should help "students grow toward self-worth, a sense of identity as meaning-makers, and authentic purpose for writing" (207). Having students use BreadNet accomplishes these goals far more effectively than worksheets and textbook "recipes" for writing. For example, Courtney's response above to the Steinbeck essay resonates with the urgency she feels to find solutions to the civic problem she perceives and articulates. Her writing on line intimates an important question: How can we make needed changes in our country, in our schools, in our selves? She is wrestling with issues that are difficult to answer and reaching out to other students—strangers she has never met but with whom she feels connected. Writing exchanges between students on BreadNet go far beyond worksheets and rule lists and offer a vital authentic purpose for thought, expression, and action.

Not only do the writing exchanges with other classrooms ground language development naturally in a social context, they also offer equal opportunity to all students. Regardless of their skills and abilities, all become actively involved in the writing. I have discovered scholarly students begin to experiment with vocabulary they would usually not attempt in classroom discourse. The public forum of BreadNet propels them to use appropriate and more sophisticated language in new ways. Here is Joli's voice about five weeks into the exchange. Directly addressing Robert, her BreadNet partner from Arizona, she struggles to understand the frustrating world.

> I agree with a lot of what you are saying. Most people do associate "The American Dream" with wealth, a steady job, a daughter and son, and a dog named Buck. Americans are a conglomerate group of difference and diverseness. It is hard to find a unity. The American Dream gives us all a positive point to look forward to in a world of cynics. They label us "Generation X" in a world full of lost, hopeless people. We are left with the national debt of our parents and grandparents and still we are stuck with the blame. Thanks for your response.—Joli

With Steinbeck as her model, Joli describes American society, using her own paradox. While she believes the American Dream is a "positive" thing, it's not a simple thing. By evoking the "perfect" American family (two children and a dog named Buck) and gently satirizing the family as a social construct, Joli expresses the mature thought that one person's dream may be another's nightmare. She observes that the world is a mess and notes the irony of a culture that blames its children for the mess. She thinks it through with Robert as her audience and friend. To me, she sounds very much like a student growing toward self-worth and a sense of identity as she grapples with life's complexities. I admire her thinking.

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Exploring the Common Ground

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I suspect self-assured, gifted students like Joli develop naturally with or without much guidance from teachers. Like most gifted students, she speaks out in large group discussions. When the hot debate ensued after we first read Steinbeck's essay, I heard these same "gifted" voices dominate the discussion while many others remained silent, perhaps because they needed more time to reflect and process the ideas. Because writing on BreadNet slows down the process of discussion, it is a wonderful mechanism to give voice to those who require more time to reflect and respond. And these students who take their time to reflect and respond often raise topics that the more glib students in the class would never think to bring up.

Will, a six-foot, two-inch 145-pound introvert, who wrote well about literature we studied, remained completely quiet most of the first semester. One never knew what he thought or if he thought anything at all. Through his activity on BreadNet, however, I discovered that his insatiable habit of reading had given him a rich inner life, and that he was the victim of a few bullies in school because of his pursuit of this pastime. On BreadNet this wallflower blossomed, connecting his personal experiences with Steinbeck's view of Americans as arrogant and egocentric:

> It's Will taking pen to paper to share my view. An issue near and dear to me is verbal and physical abuse of intelligent people by their peers just because they like to read. . . . Every day I myself am harassed and persecuted because I like to read. . . . Alas, are there others out there who enjoy reading but cower in the shadows, afraid to admit it for fear that they will face similar abuse? If we can't even read in our school, our center of learning, without fear of persecution, then how long until we can't even read in public? I can only hope that our society will wake up and see its folly before it's too late. In closing, I'll give you my theory on why people don't read anymore. People just want to rush through their day-to-day lives, living in the now and not caring about anything but their own little world. Books make you think, and thinking forces you to look around and realize you're not the center of the universe. I hate to say it, but Americans are arrogant and egotistical and think the world revolves around them. Well, I'll sign off now and let that sink in. I look forward to an intelligent conversation between our two classes.
> —The class sociologist, Will

Using technology to network my students' writing is the best community-building tool I have used in the classroom.

As I study student writing from these networked learning exchanges, I am amazed at the observations students come up with and the risk-taking exhibited in their writing. Observing their use of BreadNet, I get to know my students and what they are thinking as I never have before. Adolescence is a time of angst, and expressing some of that conflict in writing to others experiencing similar struggles seems to release its grip on students. These are troubled times in American schools, and students' words call me to attention:

> This American Dream is probably the most distorted outlook ever held, but that sort of thinking tends to happen when such an open-ended philosophy is interpreted by three hundred million different people. People are rotten, inherently evil. Many will disagree, but my opinion won't be swayed. And so, when a group of naturally belligerent and conniving people are given virtual freedom to do as they like, what happens? A society of bigots and hypocrites arises, each one sure that his or her goal is best and each apathetic about who they must destroy to reach it. I know this sounds like a grim generalization of the "American way of life," but it is one I've ascertained through my years in the public school system. I find every day that school is an accurate microcosm of real life. The American Dream to me is anarchic in design and can be abused to meet any end, constructive and destructive.

Although this kind of honest analysis makes me a little nervous, it is essential that I know how students such as this one perceive the "school game" we play. After reading his response, I never looked at Jeremy in the same way, which was good for me and him. I also resolved never to give him another fill-in-the-blank worksheet. He deserves more challenging work because he's willing to take risks and think on paper.

But the shining stars and the wallflowers are not the only students willing to take risks in this new medium. BreadNet offers students a literary purpose, which sometimes aims toward, shall we say, the nonacademic. Despising school, Chris passed only two classes last year—eleventh grade English and math. He slept the year away in the other five, receiving a yearly average of 10 in Spanish, but here's what he has to say about the American Dream:

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My name is Chris O—I'm Aztec, Spaniard, and German but full-blooded country boy. My mother is from Santa Fe, New Mexico. Her grandparents came from Mexico looking for the American Dream. This is the land of unity, bread and honey. We have pride in America. We're proud of our armed forces, love to get dressed up in shoulder pads and helmets and try to hurt each other. At the same time, we (as Americans) have the right to make as much money as we can, live wherever we want to, and raise our family like we want to because this is America. There's nothing I love more than to get in my truck and go to a mud hole. . . . All I'm saying is that we're all different: different hair, skin, bodies, thoughts, views, and dreams. We don't all share the same ideas. It wouldn't be much fun if we were all the same. In a nutshell: You do your thing, and I'll do mine.

After reading his response, I never looked at Jeremy in the same way, which was good for me and him.

I don't include this as a polished, exemplary piece for a high school junior; I am, however, presenting it as evidence of engagement, the engagement of a fellow who has been sleeping his way through high school. After Chris's resurrection, he ended the year with a splendid dramatic reading of the entire part of Tom Wingfield in *The Glass Menagerie*. Every day the class demanded, "Mrs. Turner, Chris has to be Tom again!" His online success actually spilled over and affected his classroom performance on other projects in English.

Networking classrooms in writing activities encourages students to stretch, try new things with language; I have watched my students' writing develop from banal platitudes about the American Dream into substantive thought that is gracefully expressed. Through networking their writing, I have observed genuine language growth and understanding through their more complex use of language. I believe this development is a kind of classroom reform. I am delighted that the students recognize it also:

> In school we have been taught to do what we are told and haven't been sufficiently encouraged to express freely how we feel. This exchange has allowed us to think about our values and what is important to us. We can write whatever is in our hearts. This is something new, and we didn't exactly know how to handle it at first.—Laura

> We really didn't know where we were going with this exchange, but it made us use our brains. In the classroom it gets so predictable.—Lailah

> This exchange just seemed to take over our classroom.—Emilia

Yes, these exchanges take on a life of their own; our polarized, pedagogical institution full of pigeon holes for gifted, ESLs, SPEDs, and ADDs becomes a connected community of learners. Excitedly working and writing together, students discover that many of life's opportunities depend on how well they learn to play this school game. In the words of Ryan:

> The American Dream, an idea that our nation began on, is a concept that immigrants flocked to this land for. There is one phrase that I long to hear: "I'll give you a chance." I'm not asking for a free ride or a sure thing, but a chance. This is not too much that I am asking for. My dad was given a chance and proved he could do it by nearly doubling his income. I've been given chances before, and I've succeeded more times than I've failed. All I want is a fair shot.

All students deserve political and educational structures that will give them a "fair shot." Using technology to network my students' writing is the best community-building tool I have used in the classroom. Steinbeck is right: the human spirit does suffer in isolation, but with powerful electronic networking of classrooms, students are challenged and enabled to use written language as they will in public life—to participate, collaborate, analyze and create—and they are doing it well. ❦

Peggy Turner earned a bachelor's degree in English from the University of Mississippi in 1973. After many years in the classroom, she received a Wallace-Reader's Digest Fellowship for rural teachers in 1993. Studying one summer in Vermont, one in New Mexico, and three in Oxford, she earned a master's from the Bread Loaf School of English. Her passions include reading, teaching, and grandmothering Cole and Hannah.

Picture This! A Herculean Collaboration

Vivian Axiotis
Boardman High School
Youngstown OH

Sitting in a desk by the door, I watch a fifth grade boy pull clothing from a sad-looking paper bag and proceed to costume himself. Although he says nothing to me, he keeps looking my way. He knows I'm watching. He dons a silver and gold breastplate that looks Roman, but then he pulls out a brown Tarzan-like pelt to put over the breastplate. He wears white socks with sandals. When a large club appears, he offers me a sort of salute, and my eyes grow bigger, feigning fear. When he's all finished dressing, the boy dramatically looks into his bag and pulls out an inch-thick stack of index cards. "Hercules," he says finally with a smile. "I am Hercules."

Hercules

I begin this story about a BreadNet exchange with Hercules, the Roman name for the Greek mythological figure of Heracles, because the adventures of Hercules—both the mythological hero as well as this fifth-grade "Hercules" from Kentucky—epitomize for me what an online exchange can be like for students and teachers: it's risky and difficult, like the labors of Hercules. Even when the teachers know and respect one another, working on line is a daunting challenge, a labor, you might say, because collaboration is always hard. For projects like this to work, teachers know they will have to give up some of their own very good ideas. Ideas that do work out for the group will be modified in progress because one can never account for what the kids will do. And one will end up doing things not anticipated because online exchanges are more about the process than the product, more about the journey than the destination.

Our journey began in the summer of 2000 when my friend and colleague Colleen Ruggieri suggested we do an online exchange, but because I would be on sabbatical in Greece the following year, we decided I would take photographs and mail them to her students. Her students would write poems about the photos. I discussed this idea with Tim Miller, a fifth grade teacher from Kentucky, and invited him to join us, making the project cross-age in scope. Tim wanted his students to learn about modern Greece while studying the monsters, gods, griffins, and mortals of ancient Greece. Yes, this made our three-way collaboration even more complicated, but BreadNet gave us a way to come up with a plan. In about three weeks, the online exchange "Picture This!" was born.

Vivian Axiotis

Armed with a new camera, I arrived in Athens on September 1 and immediately started taking pictures, which I mailed to Tim and Colleen. They gave them to their students, who wrote poems about them. I didn't really know what my role was. Guest poet/traveler sounded nice, but what did that mean exactly? I knew I wanted to share Greece's history, mythology, and magic with Tim's and Colleen's students. I wanted to share with students my travel experiences, to challenge them to write poetry, to share my own writing with them. I wanted them to join me in a journey. The resulting written messages on BreadNet, which to date number 237, illustrate the volume and the variety of what we and the students produced: poems by the students and me, responses and critiques of the poems, letters back and forth between Colleen's students and Tim's, and letters between the students and me. There are also many entries in which Colleen, Tim, and I revise our schedules and goals.

Although the exchange officially ended in late November, it would not die, particularly the relationship that had formed between Tim's fifth graders and me. This relationship and our subsequent face-to-face meeting are what I would like to explore further about "Picture This!"

From the beginning, the idea of working with fifth graders, a challenge I had never faced, was very appealing to me. When I arrived in Greece, I decided I would write Tim's students a letter, introducing myself to them and signing it "Your reporter in Greece." When Tim emailed me back, he said they loved the idea of having their very own foreign correspondent. From then on, my letters explained where I had visited and what I had seen. But I also asked them lots of questions. As an outsider, I was in a particularly good place to encourage in Tim's classroom what others have called an "intentional learning community," the coalition of a group for learning that is intrinsically motivated. A sample letter follows:

> Hello, from Athens, Greece. I'm so very excited that you are learning about this incredible country. I still can't believe I'm here. So far I have been staying in Athens, but I have visited two small islands. I have visited both Hydra and Spetses. Can you use your Web site to find out which body of water both islands are located in? I'd love for you to look up Hydra. It's a small island that does not have or allow cars or even motorcycles. How do you think the people of this island travel around? Any guesses? What type of animals do you think they use? It's also a beautiful island to see. I hope you get some pictures from that Web site.

I was eager to receive their emails filled with thoughtful questions, comments, and reactions. They were honest and inquisitive, and I found myself jotting down unusual stories, myths, and legends to share, and I often composed the letters in my head when my laptop wasn't handy. Tim answered some of the questions his students had about Greece, but I also found myself responding to their questions and encouraging the students to chart where the project would lead us:

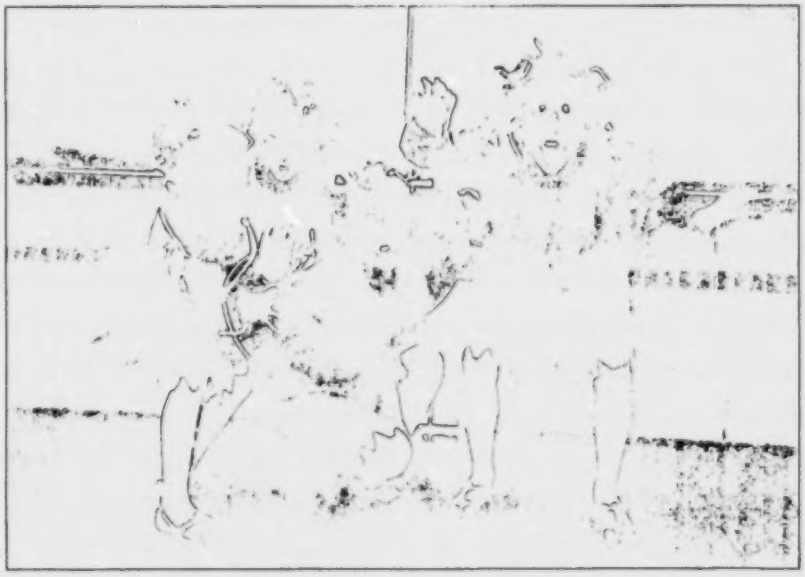
> Amber asked about the houses in Greece. No they are not like ours at all. First of all, they don't build individual houses. They build apartment-like buildings, and even their largest apartments seem small by our standards. They don't have yards, driveways, garages, or even many closets or cabinets or basements. I feel a bit hemmed in, but I'm getting used to it. I've sent pictures for you to see for yourselves. . . .
>
> You do have some of the facts for the Athena/Poseidon myth right but some are wrong. Look over the myth again and write me back. . . .

Our relationship was so mutually rewarding that when I returned to Ohio, I knew I would have to visit the kids in Kentucky.

Every fifth grader should have Tim Miller as a teacher. When I arrive, I discover that Tim and his kids have transformed their classroom into a mini-Greek village, replete with ionic columns, grapes, olives, and three-dimensional representations of gods, monsters, mortals, gorgons, and griffins. On the bulletin boards, I find ancient and modern maps of Greece, on the walls a genealogy of the gods of Mount Olympus. A giant illustrated book of the students' haikus, *An Urn Full of Monsters*, is laminated and displayed prominently at the front of the room.

Electric anticipation, excitement, and uncertainty are palpable. A harpy approaches me and says, "I got into a fight with a Paul Mitchell can of hairspray—and lost." Her teased and painted hair clashes nicely with the charcoal smeared across her face, and she carries expansive black wings in her right hand. I don't know her name yet, but instantly I feel what she feels—we already know each other.

The students cheer each other on when it is time to make (gulp!) presentations. I meet Hercules, whom I described at the start of this story. Later Tim tells me how proud he is of Hercules because of the intense effort he has put into this exchange. Tim notes that many of his students who have been somewhat inconsistent in their classroom efforts have been fully engaged throughout this exchange. The level of this boy's engagement in the learning is clear when he stands as Hercules and recounts all twelve of his labors. A video camera records



The Gorgon Sisters

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him, but he is not worried; he takes his time.

Hermes's costume is my favorite. On each of his flip-flops is a white feather that matches the one in the band of his Robin Hood hat and another in the caduceus that he carries faithfully throughout the day. The costume works well because the boy wearing it is exactly how one would hope Hermes to be: slight though agile, a bit shy, and always smiling.

Three girls, Kala Blevins, Amanda Murray, and Paige VanHoose, are spectacular as the Gorgon Sisters, and they perform "The Green Sisters," a song they've written:

In unison: We're ugly—we're monsters—we're the Gorgon sisters!
We're scaly—great snakes—better not stare!
Don't look at us; we'll turn you to stone
Beware 'cause you're in for a scare!

We're ugly—we're scary—we'll turn you into stone!
Who are we? Don't dare! We're the ones with the snakes in our hair.

Solo Medusa: Our mom and our dad are Phorcys and Ceto.
I had two kids, Pegasus and Chryasor,
Who came from my neck, how sick can it get?

In unison: Don't hate us 'cause we're ugly; we don't like you either!
We're the Gorgons—we are the Gorgon Sisters!

Solos (each girl introduces herself):
I'm Medusa.
I'm Stheno.
I'm Euryale.

In unison: We are the Gorgon sisters!

They have also choreographed an elaborate dance, and their costumes include green face and hair paint, a dozen snakes each, lime green leotards, and sandals. I find myself humming, "We are the Gorgon sisters" well after the last bell rings.

On my five-hour drive back home, I tried to figure out why my experience in "Picture This!" was personally and professionally important to me. And I decided that there were two major factors. First, so much more can be done in a classroom when there are three teachers instead of one. My ideas were better because I shared them with Colleen and Tim. Because we were working together, we were compelled to reflect on the process. From the outset, we articulated our goals; we made notes on what we might do differently; and we questioned why things happened or didn't happen. Best of all, we committed ourselves to exploring issues together as they came up. Together we were braver and willing to take more risks, tackle more labors.

Students were engaged in authentic intellectual work, and they generated their own questions and often dictated how we looked at the subject.

A second reason for the success of the exchange is more difficult to write about, but my hunch is that the journey in learning is more important than the destination. In other words, the process in learning is more important than the product. Of course, students produced many products in this exchange: poems and songs; models made of gorgons, griffins, gods, and monsters; maps; oral presentations. All of those are tangible and can be assigned a value, a grade. But how much more difficult it is to assign a numerical value to the individual journey each child makes. Each child's journey is different because the journey is ultimately to understand his or her capabilities and negotiate that understanding with others.

Tim and I have talked about the unusual relationship that formed between his kids and me. The students did not view me as teacher, and this seemed to make a difference. We had become friends, fellow travelers on an adventure of reading, writing, questioning, and understanding. In other words, students were engaged in authentic intellectual work, and they generated their own questions and often dictated how we looked at the subject. As an outsider to their classroom, yet one who was interested in what went on inside and outside of it, I somehow encouraged original thinking and authentic writing by the students, and it did not matter that we communicated on line to accomplish our job. In fact, the technology was invisible, only a medium for communication. And after expending so much time, energy, and thought on the exchange, all of us came to feel like we owned it—that we were a part of something bigger than ourselves, something Herculean, in fact. ❦

Vivian M. Axiotis earned a master's from the Bread Loaf School of English in 1995. In 2000, she returned to Bread Loaf as an Ohio-Rise fellow. She is currently working on her first collection of poetry *Any of My People Here?*

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BLTN Teacher Renee Moore Is Mississippi Teacher of the Year and Wins Milken Award

Editor's Note: The following newspaper article about Mississippi BLTN teacher Renee Moore, written by Marcus Van Every and published on October 16, 2001, is excerpted here with permission from *The Bolivar Commercial*.

Renee Moore, an English and journalism teacher at Broad Street High School in Shelby, Mississippi, now has one more award to add to her list of accomplishments, but she won't be able to hang this prize on her wall. She's taking it to the bank instead.

Moore was surprised with $25,000 on October 16 after being named the 2001 recipient of the Milken Family Foundation National Educator Award at Broad Street High. . . .

Recipients of the Milken Educator Awards are selected on the basis of numerous criteria, including

- Exceptional educational talent as evidenced by outstanding instructional practices in the classroom, school, and profession;
- Outstanding accomplishment and strong long-range potential for professional and policy leadership; and
- Engaging and inspiring presence that motivates and impacts students, colleagues, and the community at-large.

Moore, who also was named North Bolivar's Teacher of the Year and 2001 Mississippi Teacher of the Year, said that she was aware of the Milken award but didn't expect to win.

"There is much more to teaching than the money, and I try to point my students to other rewards," said Moore, who has been teaching for 11 years. "The money does matter, though, and we are working very hard with our legislators to try to raise state salaries.

"It is disheartening for our young people to know that they can earn more money out of state, and it makes it hard to keep them at home."

Mississippi Superintendent of Education Dr. Richard Thompson presented Moore with the award in front of the entire Broad Street student body and faculty. "Teachers have an awesome responsibility and are so critical to our society," Thompson said. "Isn't it odd that the one profession that teaches all others gets little recognition?"

Perhaps the most impressive quality of the award is that the money is unrestricted and can be used by the recipient in any form or fashion. Moore was the fiftieth Mississippian to receive the award since the establishment of the Milken Family Foundation in 1985. . . .

Janet Steele, a representative for the Milken Family Foundation, informed Moore that she will also be given an all-expense-paid trip to Los Angeles for the annual Milken Family Foundation National Education Conference next summer. . . .

"Prepare yourselves because you never know what the Lord has in store for your lives," Moore said to the student body. "Prepare yourselves and be ready to receive what is given to you. Teaching is much harder than you think it is, but it is one of the most rewarding professions. If someone had told me 28 years ago that I would be teaching, let alone receiving awards for teaching, I wouldn't have believed it. You never know what life has prepared for you." ❦

Andover Bread Loaf Writing Workshop Continues to Grow

Twenty participants and staff from the Andover Bread Loaf Writing Workshop (ABLWW) in Andover, Massachusetts, now in its fourteenth year, made their annual pilgrimage to the Bread Loaf School of English in July, 2001. The group included U.S. teachers from Lawrence, MA; New York, NY; and East Orange, NJ; and international teachers from India, Kenya, Pakistan, Tanzania, and Uganda.

Ten of the ABLWW participants work in Lawrence, where the Lawrence Bread Loaf Teacher Network is a vibrant presence throughout the Lawrence public schools. These ten were welcomed to campus by four of the five Lawrence teachers who were enrolled in the Bread Loaf summer program (the fifth, Rich Gorham, was at Bread Loaf's Oxford campus, where he graduated, the first of the ABLWW teachers from Lawrence to earn a master's degree at Bread Loaf). A major aspect of this visit was to plan and develop projects in Lawrence for the forthcoming year.

Another goal of the visit was to strengthen the relationship between Bread Loaf and the international teachers from the Aga Khan Educational Service. Under Lou Bernieri's leadership, ABLWW has established the Global Learning Network and co-sponsored outreach programs in several cities with assistance from Mohsin Tehani, a teacher/administrator and Bread Loaf alumnus in Karachi, Pakistan. In addition to working on building international writing exchanges during the two-day visit, ABLWW and Bread Loaf began planning for ABLWW's international conference in Tanzania in August of 2002. ❦

Reading and Mind Reading: Networked Discussion of *Beowulf* on BreadNet

Anne Elrod
Chagrin Falls High School
Chagrin Falls OH

I teach senior English, a British Literature survey and composition course, in a high school that serves about 600 students who come from a relatively affluent suburb of Cleveland. The community is very supportive of its highly ranked schools, and about ninety percent of our graduates go on to college. Our curriculum, therefore, focuses on college preparation. When I started teaching here in the fall of 1999, I was immediately impressed with my department's focus on argumentative writing, a common model for writing in academia. I was delighted to discover all my seniors at the beginning of the year could write a multi-paragraph essay including a reasonable thesis statement supported by several examples. Our school district achieves this standard by focusing on the five-paragraph essay from the beginning of seventh grade until graduation. This is, of course, a mixed blessing. I spend much of my curricular time in senior English trying to jostle students out of a stultifying and deeply ingrained reliance on the formulaic construction of essays from a "blueprint thesis." On the other hand, I enjoy a great deal of freedom to work with my students on reading and discussing literature, time that in another kind of English department might otherwise need to be spent teaching the basics of essay writing for the purposes of standardized testing.

From this happy starting position, I work toward helping my students to improve the critical thinking and reasoning in their papers. It is not enough to run through the prescribed structure, which most of my students do automatically; however, my students tend to state their "proofs" simply without explaining their reasoning. For instance, a student might give a quotation and then simply paraphrase the thesis. It's a start, but I want students to outline their thought processes, to guide readers through each mental step between the textual example and the thesis idea. I want their essays to tell the story of how they came to the conclusion they are advancing.

I theorize that students often omit their reasoning in essays because they so often write for inauthentic audiences. When writing to me, their teacher, they have a sense that I am so well-read and expert in the subject matter that I will immediately see how their reasoning works. No explanation will be needed, they think, for a reader like me! This presumption persists, I believe, because of the skewed rhetorical context that exists between student and teacher: in no other communication context does a novice on a subject (i.e. the student) write to inform an expert (i.e. the teacher). To my knowledge, this unusual rhetorical context exists only in academia. So when I ask for further development in their essays, they think I am nagging them to state the obvious. I know what they mean, and they know what they mean, so why bother to go over it?

This year I altered that skewed rhetorical context between my writing students and me by involving them in an online writing exchange. If writing is meaning negotiated from purpose, form, audience, and writer, then changes in audience, I hypothesized, would affect my students' thinking about purpose (their points and ideas) and form (how they explained or demonstrated those points/ideas). At the very least, I decided to work with the students toward writing that not only followed the so-called "essay format" but also presented coherent expression of thought. Armed with ideas and accompanied on line by an exchange partner I met at the Bread Loaf School of English, Joanna Childress of Washington County Career Center in Marietta, Ohio, my students and I embarked on an electronic exchange of writing between two classes.

I discovered the concept of the electronic exchange when I became a member of the Bread Loaf Teacher Network (BLTN), a vibrant community of teachers from around the country who converse and collaborate via BreadNet, a private electronic network using the conferencing software FirstClass. BLTN teachers use BreadNet to conduct written exchanges of students' writing about academic subjects, often literary texts.

The BLTN's use of BreadNet goes beyond initiating pen-pal relationships. BreadNet is a highly social forum, but pure socializing is rare; most of the interaction consists of intense collaboration to make sense of challenging literary texts.

Our exchange plan was fairly simple. My students read excerpts from *Beowulf*, the new Seamus Heaney translation, which increases the accessibility of what had perennially been a difficult text, and my colleague's students read John Gardner's novel *Grendel*, whose story is derived in part from the *Beowulf* mythology. First, students wrote introductions to their partners and raised questions they had noted in the texts. Next, they responded to the writing from the other class, addressing their questions and engaging in a kind of "written conversation" in which they deepened their thinking about the books. Finally, groups of students at each school collaborated to write an essay defending a conclusion drawn from their discussions. We

hoped that networking the students would push them toward more thoughtful readings of the text than might ordinarily have emerged from our own isolated classrooms, where the impulse to cover the material quickly can tempt teachers to tell the students "what the text means." We also hoped that the presence of a peer audience for the final essay would elicit reader-friendly writing that considered the needs of readers in understanding the writer's argument.

When my students had read most of their excerpts from *Beowulf*, we went to the computer lab, and they set about writing their introductory pieces. One group, senior boys of average ability, composed the following:

> Hey. We are three seniors from Chagrin Falls High School. We are currently reading *Beowulf* in our English class and understand that you are reading *Grendel*. From what we have read so far we can see how heroic Beowulf is portrayed to be as Grendel is seen to be a fierce monster that raids mead halls and Beowulf is the one to stop him. The monster Grendel had supposedly cursed the Heorot mead hall. Every night, the townsmen would drink to the point where they would pass out. Once everyone had passed out or fallen asleep, Grendel would sneak in from the shadows of the night and massacre as many men as he could. Finally Beowulf is sent for because of his known deeds of conquering beasts and monsters. Beowulf arrives and devises a plan that should surprise the beast Grendel and eventually is able to kill him. He has many men in the mead hall not drink so that once Grendel arrives they can surprise attack him. There *(sic)* plan works and Grendel and Beowulf clash, with Beowulf controlling the fight.

When I read this response, a representative example for this assignment, I was disappointed in its relatively low level of critical thought or analysis. I had asked students "to raise important questions and issues they had encountered in the text." This paragraph mimics the tone of academic analysis but really is just summary. The phrasing "Grendel is seen to be a fierce monster" has an academic ring to it, but the essay does not define heroism, explain how Beowulf's deeds are heroic, or speculate about what heroism might have meant to the Anglo-Saxon tellers of this tale. In other words, the students sniff a little around the very questions that motivated my colleague Joanna and me to network our classrooms, but they quickly lose the scent.

I had concerns about posting this writing to the network because it seemed intellectually immature. In fact, I cringed at the thought of others judging my teaching by the writing my students did. Networking one's classroom makes school work public, and going public makes students and the teacher accountable. It is risky for the students, whose schoolwork has traditionally been for the teacher's eyes only; and it is risky for the teacher who has grown accustomed to working in isolation.

Networking the students pushed them toward more thoughtful readings of the text than might ordinarily have emerged from our own isolated classrooms.

Nevertheless, I crossed my fingers and sent the students' work out onto the network. A few days later, we received writings from the other school. At first glance, the skill level of this writing was similar to that of my class, containing a high number of sentence-level errors. My students hooted and hollered at the mistakes they saw in the papers from Marietta—until I showed them the corresponding errors in the papers they themselves had already submitted. With curiosity, I observed the group of students whose work I quote above read the message they had received. At the end of its friendly introduction, they noted the following questions: "Do you think Beowulf is big and bad? Grendel thinks it was just an accident that Beowulf killed him and Beowulf is nothing. What is your opinion of Grendel?"

My students stopped joking around after that. Despite the errors, the kids from Marietta had gone straight to the point of the Beowulf myth. Is Beowulf a hero, as my students had asserted? Or is he just in the right place at the right time, as Gardner's novel implies, according to the analysis of the Marietta students? Such student-driven questioning piqued my students' interest and pushed them to reconsider their original statements in more depth. They began looking beyond surface errors in the writing to examine the meaning within.

I asked them to write one essay for the group rather than having each student write one individually, so I was able to eavesdrop on their thinking and discussion about what they would write in their paper. This in itself was an innovation that could change my classroom forever, as I actually got to hear the thinking behind their written work for a change.

The group I focus on here engaged in an interesting discussion about Beowulf's heroism. Prompted by the

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Reading and Mind Reading

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question from their partners, "Is Beowulf really big and bad?" the group began to debate whether Beowulf actually proves himself as a hero through his deeds in the story, or whether his heroism is determined solely by his reputation, by deeds done prior to the beginning of the narrative. It was all I could do not to squeal. This group that had started with intellectually immature summary of the myth in their introductory note had, through interaction with the network of students, raised the intellectual stakes for all.

Eventually, they composed an essay in which they advanced the idea that Beowulf's heroism is indeed founded on his reputation but develops as he proves himself to Hrothgar and community members through other heroic acts. Their thesis, while not an especially complex statement, includes these elements: "Beowulf proves himself to Hrothgar and the townspeople through his fame, loyalty, and fairness." Contact with other students in the network "troubled" my students' initial reading of the text and encouraged them to look more critically at Beowulf's character. This effect of the network on my students was unmistakable.

If the network caused my students to speculate, it also caused them to elaborate their reasoning in their writing, a step that was generally lacking in their writing, as I have stated above. With their audience of peers in the network in mind as they composed, they took more care to explain their reasoning. I listened to this group composing. First, after the boy at the keyboard typed in a quotation, he began to move on and asked to have the next quotation dictated to him. A group-mate stopped him. "We need to explain why we picked that quote," he said. "They can't just read our minds." They went on to write the following, in a paragraph detailing how Beowulf's fairness contributes to his heroism:

> When talking about the fight-to-come, Beowulf tells the town people, "Whichever one death fells must deem it a just judgment by God" (p. 31). This quote demonstrates that Beowulf will not be angry if he loses. He may be angry with himself but not with God because he thinks that whatever God decides is correct. This shows that Beowulf is fair because he is putting both himself and Grendel at the same level, when many people think Grendel is obviously a worse creature, or demon. Beowulf's fairness proves himself as a hero to Hrothgar and the town people.

I am convinced that this self-awareness in composing—and I observed this phenomenon to some degree among most of my students participating in the exchange—resulted directly from the shift in audience that the network provided. In previous papers, when students cited a quotation without adequate explanation, they did so because they knew I was familiar with the text, the quotation, and its implications. After all, I had drawn their attention to many of the quotations in class discussions. When writing for an authentic audience, my students were forced to consider whether the audience would "get it." They worked to ensure that their readers would see the thought process behind the use of a given textual example. In other words, they adjusted the form and content of their writing to ensure that its purpose was achieved for the desired audience.

Participating in this networked learning experience caused me, as it had my students, to adjust my thinking. First of all, I found it surprisingly difficult to open up my classroom to another teacher and her students, even in this one small way. I was worried that Joanna would judge my overall worth as a teacher based on my students' responses. I worried that the inevitable imperfections in my students' writing would stand out as a sign of my failure. Once I forced myself to submit my work and that of my students to others' scrutiny, however, I found rich rewards not only for my students but also for my own thinking about teaching. Ideas, questions, and topics for student writing grew from the online conversation in an organic and unpredictable way rather than from my in-class questioning. It was different, and it was exciting. Though I had long held as an ideal the notion that classroom work should begin and end student-centered, I have to admit that I had usually been the creative center of our work, posing most of the big questions and setting the agenda for reading and discussion. Now students and teachers in the network assumed some of that responsibility. I found my own mental energy moving toward analyzing and reacting to the student writing, leaving the analysis of *Beowulf* to the kids themselves. In other words, I moved from thinking mostly about the text to thinking mostly about the students and their learning. ❦

An Ohio-Rise Fellow at Bread Loaf for two years, Anne Elrod holds a bachelor's in English from the University of New Mexico and a master's in English education from Kent State University. Her research interests include teacher reflection and professional development.

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BLTN Teacher Pat Truman Wins Horace Mann-NEA Foundation Award for Teaching Excellence

Editor's Note: The following is excerpted from a news release of the NEA Foundation for the Improvement of Education, October 1, 2001.

Pat Truman, a member of the National Education Association (NEA) from Palmer, Alaska, has been selected as a finalist for the NEA Foundation Award for Teaching Excellence. As one of five finalists for the national award, Truman has also received a Horace Mann-NEA Foundation Award for Teaching Excellence.

Each Horace Mann-NEA Foundation Award for Teaching Excellence carries with it a gift of $10,000. The award recognizes outstanding instructional practice, advocacy for the profession and for public education, effective community engagement, leadership in professional development, attention to diversity, and dedication to lifelong learning. Candidates for the award are nominated by their colleagues.

Truman is the nominee of NEA-Alaska, an NEA state affiliate, and is a member of the Matanuska-Susitna Education Association. She teaches eighth grade English language arts at Palmer Junior/Middle School in Palmer. She is the 2001 Alaska Teacher of the Year, and has earned national Board of Professional Teaching Standards Certification in Early Adolescent Language Arts. Truman cited her "project-based learning approach and the integration and use of technology that ignites students' learning." She works with students from basic levels to honors, addresses diverse student learning styles, and encourages students to participate in the International Baccalaureate Program.

Truman earned a bachelor's degree in elementary education in 1974 from Eastern Montana College in Billings; and a master's in English from the Bread Loaf School of English. She taught primary and intermediate grades in Montana before moving to Alaska in 1978. On excellence in teaching, Truman said, "Good teaching challenges students to know and care about knowing. Good teaching helps students not only know what they know but how they know it. . . . I set my students free."

A "Room Service" Model of Professional Development

BLTN member Tom McKenna worked with Juneau Douglas High School teachers during the 2001 fall semester in a course under the auspices of the University of Alaska Southeast, which enjoys several partnerships with the Bread Loaf School of English, including providing the site for the Bread Loaf campus in Alaska each summer. The goal of Tom's course was to build teacher capacity and to foster staff collaboration in the wise use of technology in support of student writing growth. These goals and practices grow out of Tom's intensive use of BreadNet over the last ten years. In academic year 2000, he and colleague Helena Fagan used BreadNet in a UAS online course for Alaska teachers. The results of that experience were reported in the 2000 Spring/Summer issue of this magazine, which was devoted to "Professional Development" and may be downloaded as a PDF at <http://www.middlebury.edu/~blse/blrtn/BLRTNspr_smr2000.pdf>.

This course began with a three-day August meeting, in which teachers discussed innovative student work, shared effective practices, and participated in a series of mini-workshops on technology integration in the composing, responding, and editing processes. Teachers collaboratively set curriculum writing goals and identified appropriate technologies and strategies to reach those goals. Finally, they developed individual plans to integrate technology in writing instruction. Throughout the fall semester, teachers (including Bread Loafers Bill Chalmers, Karin Reyes, Nancy Thomas, and Alison McKenna) communicated on line with Tom and with one another to refine their work.

"I call this the 'room service' model of professional development," says Tom, a former member of the Juneau Douglas High School English faculty. "My work on BreadNet has led to the conviction that the most meaningful professional growth happens while we're doing things that matter in our own classrooms. I make myself available in this graduate-level course to help teachers implement technology plans in their own classrooms, to troubleshoot, to give on-the-spot pointers, and to reflect with colleagues in person or on line."

Avoiding the Pitfalls of Peer Editing on Line

Judy Ellsesser
South Webster High School
South Webster OH

We've all lived with the writing process long enough to know the steps backwards and forwards. We could do it in our sleep. A bookshelf by my desk in my classroom serves as a small shrine to the gurus who have shaped my philosophy about teaching writing—Atwell, Graves, Elbow, Romano, Rief, and others. When I began experimenting with peer editing, I thought, "Finally, my job will be easier! I'll have the students preview the drafts and remove the run-ons, flag the fragments, and locate the logic (or the lack of it). All that will be left for me to do is help them develop their voice and style.

On peer-editing days, I expected to see eager young editors poring over others' drafts and writing helpful comments, but when I observed the editing process, students were usually finished in less than ten minutes! I'd meander among the groups, checking progress. Dismayed, I would see unmarked run-ons and fragments, faulty coordination, comma errors. With a sinking feeling, I'd turn the paper over, hoping to see a thoughtful comment at the end. "Good job, Megan!" That's it? "Good job"? Even the best writers wrote nonspecific, unhelpful comments like "Good introduction" or "Conclusion could be better." Shaking my head, I'd go back to my desk, wait for the bell to ring, and wonder at the difference between what should have happened in my classroom and what actually happened.

Now flash forward to my classroom after spending two summers at Bread Loaf. My involvement with the Bread Loaf Teacher Network stimulated me to try to engage students more in peer editing and revision. Specifically, I learned how to network my class in writing exchanges with other classrooms. I read Scott Christian's book *Exchanging Lives*, about middle-schoolers writing to each other on line. I planned carefully.

In one networked writing exchange, my students embarked upon a semester-long study of humor with Laura Miller's class from Kentucky. Beginning with autobiographical introductions of themselves, our students included brief descriptions of what makes them laugh. This had a positive effect; it required the students to integrate some substantive analysis with the autobiographical information about where they live, how many siblings they have, and what life in their hometowns was like.

Later in the exchange, the students wrote reviews of funny movies and television shows they had seen and humorous songs they knew, and we posted this writing for our partners on line. When my students read the writing of Laura's students, I expected to hear the same cursory comments that my students lackadaisically made in peer editing: "I liked this paper" or "Good job." But I noticed that my students' spontaneous discussion of the writing of our online peers was more substantive than the superficial criticism they offered each other during in-class peer editing. One girl read her partner's review and said, "Well, she said it was funny, but she didn't say *why* it was funny."

Another boy said, "It's hard to follow this kid's writing: one minute he is talking about something funny the character did, and then he breaks off and starts talking about the way another character talks." With their online peers, my students seemed to respond to the meaning in the essays rather than to the surface features of the writing. This phenomenon made me curious.

Though the original intent of the exchange with Laura's classroom was to explore the universal themes in humor, I wondered if online peer editing might be a worthwhile endeavor. I moved forward cautiously, however, because I knew the pros and cons of online peer criticism when one group of students starts telling another group how to write. Untrained in the highly specific vocabulary of editing, novice editors can be high-handed in their criticism or even dismissive. Blunt criticism can bludgeon the fragile ego of a developing writer and have just the opposite effect one intends: the urge to revise can be discouraged by someone's thoughtless comments.

The pros of online peer editing, however, intrigued me. First, I believed an authentic, nonauthoritative audience of peers might offer feedback that was more meaningful than that coming from the teacher. Second, I observed that students generally felt they could be more honest with peers on line than those in their own classroom. Leann told me, for example, "I know how all my friends write, and I am used to fixing their same old mistakes. When I was reading the person's paper from Kentucky, I didn't know what to expect, so I was more focused on the job." I hoped to capitalize on this general enthusiasm of my students. However, I would need to provide them with proper training to give positive editorial criticism; I would also need to monitor the process in order to avoid the common pitfalls of peer editing on line.

Laura and I decided to experiment. We had the students write a formal review of a Shakespeare comedy. My class watched *Much Ado about Nothing* and Laura's class watched *The Taming of the Shrew*. Students had to summarize the films to make their reviews understandable; moreover, they had to formulate a thesis explaining why the movie was funny and then develop some specific examples to support their views.

Laura and I trained our students to use a rubric to assess the film reviews. The areas addressed by the rubric included ideas/content, organization, voice, fluency, word choice, and con-

ventions. Each area, in turn, includes a list of indicators to describe writing at various levels. I allotted five days for the training and the composition of an editorial response to their peers' reviews. In this way, we ensured that Laura's students and mine were conversant in the same editing ideas and vocabulary, thus reducing miscommunication in the feedback process. As students studied the reviews of their online peers, I noticed their increased attention to sophisticated elements of writing.

"How do you tell someone that their review reads like the *Wall Street Journal*?" Ashley asked me. "I could get the same thrill reading the classifieds."

"Why is that? What would make it better?" I asked Ashley.

"Well, for one thing she could use some more descriptive words! It sounds immature."

"But you can't just say that," Lacey, another student, interrupted. "How would you feel if someone told you that?"

"I know. So how do I tell her?"

"How about giving her an example of better descriptive language. Can you identify the weak language and suggest something to improve it?"

"Actually, that kind of bugs me when someone does that to me. I think I will just talk to her about . . . what do you call it? Word choice?"

This conversation and resulting constructive criticism happened simply and effortlessly. Below is the correspondence one of my students, Rachel, sent to one of Laura's:

> My name is Rachel. I have read your paper on *The Taming of the Shrew*. I feel that it was a good paper. I have some concerns about the organization of your paper. First off, your paper has no thesis statement. Without a thesis statement your paper supports nothing. I suggest that you add a thesis statement so that your paper will have something to support. Your paragraphs are properly divided. Your conclusion is short. I feel if you would lengthen your conclusion and talk more about what is in the body of your paper you could improve it a great deal.
>
> Reading your paper, I am able to gather that the play's meaning was about two different romances. I am not able to deepen my understanding from your paper, however. You don't explain the outcome of the situations, or the subplots. I believe that if you would give the outcome of the relationships, I might be able to deepen my understanding of the meaning of the play.
>
> Your sentence structure was good. I would, however, reword a sentence in your second paragraph. It was the sentence about why the two suitors in disguise were funny. Your word choice was good as well. Your use of the example of slapstick comedy was good example of excellent word choice.
>
> Overall, your grammar, mechanics, and spelling were good. I want to congratulate you on your great proofreading skills. But there were some mistakes. They are words such as "portion," "go to," and "once." These words could have been replaced with other ones such as "source," "arrival at," and "after." Other than these word uses, your paper was good. I enjoyed reading it.

Rachel's response is forthright, perhaps even blunt, and I need to work with her to help her be as constructive as possible, but I'm excited about her ability to analyze the content, structure, and mechanics of an essay. Further conversations with other students revealed that they had a deeper appreciation for the standards of writing described by the rubric. Alisha told me, for example, that she never understood "fluency." She said, "My Spanish teacher is always telling us that we need to be more *fluent* in Spanish. I always thought it meant knowing more words. It doesn't necessarily mean that, though. It's more about how smoothly and logically you put the words and phrases together."

As Casey critiqued a paper, she noted that the writer used the same sentence pattern almost exclusively. She recognized a singsong sameness in the writing but was not sure how to advise her partner to revise; Casey needed help to identify the repetitive pattern. As soon as I defined the recurring syntactical pattern as a repetitive subject/predicate construction, Casey was able to recognize it and formulate a response to her online partner.

Other students came forth with similar discoveries. "When you are revising a friend's paper, you tend to be a lot more lenient. I found it easier to revise and comment on these papers because I just felt 'freer,'" Robbie said.

And Angie clarified, "You don't have to be all mean, but you do seem to have more freedom. I didn't realize I knew all that stuff about writing and correcting."

Though networking our classes with peer editing was a success, I realize it's not practical to peer-edit all papers via electronic exchanges, but it is definitely a practice that is going to be entered into my play book. Peer editing is just one of many ways I use BreadNet to link my students with those in other places. Pitfalls in miscommunication will always be a danger when novice writers respond critically to each other's writing, whether in face-to-face meetings or anonymously on line. But with adequate preparation, students can learn to use the language of revision with skill on line. And by using a writing assessment rubric to prepare students to edit their peers' writing, there is an additional gain: students begin to understand how their own writing can be held against the rubric and considered for revision. ☙

Judy Ellsesser, a third-year Bread Loaf Fellow funded by Ohio-Rise, is looking forward to finishing her master's degree next summer in Vermont. Her special interests include mentoring NBPTS candidates and developing integrated curriculum.

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"Can We Do That Exchange Thing, Too?"

Michael Atkins
Blue Ridge High School
Greer SC

Using Bread Loaf's computer conferencing system, BreadNet, many of the teachers associated with Bread Loaf have conducted computer conferences on line, linking students in remote classrooms for some time now. I attempted my first computer conference in 1994. There is no shortage of teachers in the Bread Loaf community who can explain the numerous positive effects these projects have brought to their classrooms. I count myself among that group of teachers. However, as with any ongoing endeavor, no matter how positive and worthwhile, sometimes it is useful and necessary to pause for a moment and reassess or redefine exactly what our goals are. Last year I found myself in this situation.

The computer conference I arranged for my ninth graders during a spring semester was focused on *Romeo and Juliet*. I have sometimes joked to fellow Bread Loafers that I have forgotten how to teach *Romeo and Juliet* without networking my class with another on BreadNet. In fact, I did teach it during last fall semester without implementing the conference, and I felt that I was lacking an important tool for giving students the social writing experience I wanted to offer them. Given that fact, I was eager in the spring to teach the play with an online exchange in place.

This conference, a three-way exchange between my classroom and two classrooms in Ohio, would explore what happens when a play moves from the written text to film, particularly with regard to characterization. We chose two well-known versions of *Romeo and Juliet* for the students to view: the 1969 Zeferelli version and the more recent version by Baz Luhrmann with Leonardo DiCaprio and Clair Danes as the lead characters. I also wanted my students to watch *West Side Story*, partly because of the similarity of its theme to that of *Romeo and Juliet* and partly because it provided a counterpoint on the issue of suicide. The students were divided into groups, and each group was assigned a character, excluding the characters of Romeo and Juliet, to track through the written text and films. All students were to follow the presentation of the two lead characters as well as their assigned characters.

Almost immediately we ran into problems with the three-way structure of the exchange. My class and one of the other classes found themselves exchanging primarily with each other. The third class began to feel left out and said so. My students felt that the third class had not kept up its end of the bargain and had given them nothing of substance to respond to. We never found a solution to this problem. A few boys in my class also caused a problem by being socially insensitive; they persisted in trying to find out which girls in the other classes "looked good" and which ones did not. We three teachers discussed this issue, and I requested that the statement that this line of questioning was inappropriate should come from the other students, not from me, because it would be much more effective from that source. I believe most of my boys got the message on this issue clearly enough. A third difficulty arose from the fact that my students are rural and one of the other classrooms was urban. At least some of my students felt that they were being stereotyped as "hicks."

So was this exchange a complete bust? In spite of the difficulties, I don't think the conference was a failure. Not at all. My students learned a great deal from this conference. However, what they learned may not have been precisely what I had planned for them to learn. So what did they learn, and where did the exchange possibly fall short? Other than uncertainty about issues of social interaction, the biggest question the other teachers and I had at the end of this conference was related to the depth and quality of the writing that the students produced. Personal or expressive writing was clearly substantive, while the analytical writing specific to *Romeo and Juliet* was less so. However, we also observed that the students produced *more* writing, and most of it of a better quality than was likely without the electronic networking among the three classrooms. Furthermore, the students learned a great deal about interacting with people who are different and who have different ideas. They learned how to begin to use writing to present ideas and communicate with others who may have different ideas.

Michael Atkins

How do I know? For one thing, the students told me so. At the end of each semester, I give students a list of the units we have covered and ask them to rank them. I stress that the rankings are relative, measured in re-

lation to each other. The unit they liked best or found most beneficial would be ranked number one. This would apply even if they liked all of the units, or if they despised them all. During the spring semester, *Romeo and Juliet* consistently ranked first, in spite of the fact that students probably begin a Shakespeare unit with more fear and apprehension than any other unit except grammar. In my experience, when students are enjoying a school activity they are learning effectively. Student comments indicated to me that the writing exchange played a key role in that result. Even the students who were aggravated by some of the conflicts they had experienced felt that the exchange had been a beneficial experience. Many requested that we do another exchange with the next unit. For some, the selling point of the exchange was that they did not "feel" as if they were doing school work when they were writing to peers. Others claimed to recognize improvement in their writing skills. In any case, students expressed few, if any, negative feelings toward participating in the exchange.

Student growth in writing is a messy business, which may or may not look like success at any given moment.

For me, the key issue is this: I believe strongly that writing instruction, more than any other academic activity, needs to be student-centered. Although I certainly am concerned about teaching students the structure and grammar of good writing, and although I want writing about literature to consist of more than summarizing the plot, a greater goal for me is to ensure students begin to take responsibility for their own learning. In order to take responsibility, they must first feel or believe that they have some degree of ownership of the tasks that they are undertaking. Nothing I have undertaken as a teacher has accomplished this as well as networking my class in a writing exchange with another class on BreadNet. Yes, I am pleased that my students' writing skills improved; and, yes, I wish those skills had improved as rapidly as I have seen with some exchanges in the past. However, the longest-lasting effect may actually be the experience of participating in an academic project which they came to view as their own.

The lesson for teachers intent on improving student writing ability is actually a very old one. We have to allow students to begin where they are. In the case of our *Romeo and Juliet* project, this meant that the thinking and writing about the play took place in a very social context where other highly social concerns were going to share the stage with the academic ones. And that's probably where the most effective learning is always going to happen. I am convinced that if we teachers had not allowed that to happen, the academic improvement we saw would not have happened either. Student growth in writing is a messy business, which may or may not look like success at any given moment. If we lose our focus on developing writers' individual voices, our use of technology in writing instruction amounts to nothing more than another gimmick for teachers.

Perhaps in the final analysis, success lies in the process at least as much as in the product. Indeed, we have no way to know what product we are producing in the long-term as a result of the writing and thinking processes in which we ask students to engage. In the case of this exchange, the most encouraging measure to me was student reflections about the completed project. Although some students expressed irritation with some problems that had occurred, to a person they stated that the process of participating in the project had been positive. As far as product is concerned, students were amazed when I showed them the lengthy single-spaced transcript of the conference and they realized how much writing they had done. An attitude of ownership was also clearly evident in their remarks. Not a single student recommended that the project not be conducted with future classes, and many requested another similar project for themselves. How often do students express a preference for projects that involve more work instead of less? If that is not evidence of an engaging and successful process, what is?

Michael Atkins has taught middle and high school English and social studies since 1983. Previously, he attended Bread Loaf as a DeWitt Wallace-Reader's Digest Fellow. In the summer of 2001, he attended Bread Loaf in Oxford, England, on a fellowship from the South Carolina Department of Education and received his Master of Letters degree, with a concentration in epic poetry.

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Cross-Age Networking Reconsidered: When Students Become Teachers

Gail Denton
Riverside Middle School
Greer SC

Rebecca Kaminski
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The Power of Audience and Purpose

by Gail Denton

I very much like Sharita J.'s poem, which appears on this page. I like the unusual word choices, the colorful descriptions, the honesty, the humor. I like how the poem is neatly structured, its images moving deliberately from early morning to end of day. And as I read Sharita's poem, I remember my own childhood, too.

How extraordinary that a seventh-grader could summon the skill to create such vivid pictures for me, an adult reader, and lead me to recall similar experiences from my own childhood. But even more astonishing, I think, is that Sharita, a student in my creative writing class two years ago, was enrolled in our school's special education resource program. Her progress, in fact, has led me to reconsider what is possible in my classroom.

Sharita's scores on aptitude and achievement tests do not reflect the abilities I observed in class. Her poem, though, more than a score on a standardized test, tells me much about the possibilities for her future and her potential, which will continue to grow if teachers continue to offer strategies that tap Sharita's observable aptitude for language and unlock the fine reasoning skills that brought this poem into existence.

When I Was Young in Greer

By Sharita J.

When I was young in Greer
my sister and I would get up in the morning
while my grandma was snoring and talking in her sleep,
and Krystal playing by talking back to her,
our laughs silent as the night.
We got the colorful afghan and a white heavy blanket.
We got our black and gray remote
and turned on the television to watch cartoons.

When I was young in Greer
in the afternoons
we called across the street to our friend Marcus
to come ride Big Wheels with us
between a fuzzy and itchy tree a slight bigger than our house
and a little red berry tree.
I remember feeling fuzzy limbs against my skin
and tasting the sweetness of red berries in my mouth.

When I was young in Greer
late in the afternoons
I used to go over my friend's house and play with her in her backyard,
just riding our Big Wheels down the big bumpy hill
while our tee-shirts flapped our backs from the cool breezed air,
feeling as free as could be.
I remember running to the picnic table
pretending to cook Mexican fajitas
with dried corn and other dried up vegetables.

When I was young in Greer
my grandmother would call me in from over Taliesha's house
to come eat dinner and get ready for bed,
so I hurried over home
saying good-bye to my friend until another day.
My sister and I would go into my grandpa's room
to watch scary movies with him while my grandma was cooking dinner.
She always said I turned up my nose at green food, yellow food, and some meats.
Her mottos are "How do you know how it tastes if you haven't even tried it?"
and "Don't turn your nose up at something you haven't even tried yet."

When I was young in Greer
when it was time to go to sleep
I got on the top bunk and my sister got on the bottom bunk,
begging me to sleep with her or to let her sleep with me.
I'd get so tired of her begging and begging
that I went on ahead and slept with her.

Some of those things
when I was young in Greer
never changed.

Extensive prewriting activities, a study of poetry models, and the chance to draw on childhood memories for her writing helped Sharita along, I am sure; but I'm also convinced that the hard work and the revisions that make this poem so powerful came about because of Sharita's participation in an online project that networked Sharita and her classmates with preservice English teachers in a university course, Methods of Language Arts Instruction, taught by Dr. Rebecca Kaminski at Clemson University. For twelve weeks, Sharita corresponded with Jennifer Leopard, a soon-to-be teacher enrolled in Dr. Kaminski's class.

From the start, the two quickly established a good working relationship on line. Jennifer, who enjoyed the chance to work one-on-one with a student before her student teaching experience, checked on Sharita's progress each week, providing feedback on poems and stories, offering encouragement, sharing samples of her own writing, and telling about difficulties she herself encountered in the writing process.

Sharita, who had not had access to a computer before, quickly picked up basic skills of word processing: logging on and off the computer, typing her drafts, using a spell-checker, and saving her work. With her classmates' help, she learned how to forward her finished pieces to my email address, open and send attachments, use Microsoft Word, and send online greeting cards to her friend.

The special attention Sharita received from this college student and the novelty of participating in an online exchange boosted her enthusiasm, no doubt. But Sharita had purpose for her writing, too—giving a future teacher insight to the middle school experience and an opportunity to practice instructional skills—and she had the opportunity to share her work with an audience beyond the classroom realm. These two components of the exchange, I believe, were essential to Sharita's progress.

Reading and Writing For Pleasure

by Rebecca Kaminski

> "Hi. I am Sharita Monique J.,
> but you can call me Monique."

So began the email exchange between two very different writers: Jennifer, age 21, and Sharita, age 12.

I originally approached Gail with the idea of a cross-age email collaborative after attending her presentation at an open house at my son's school. I immediately recognized that her instructional practices closely matched the theory and teaching strategies that I present in my methods course. Connecting my students with her classroom would give them the opportunity to observe how an effective teacher employs successful teaching practices, which could also be added to their bank of activities for use in their future classrooms. Moreover, my students could apply newly discovered knowledge and theory about teaching language arts in a unique one-on-one situation.

In addition to learning about interesting language arts activities in the classroom, Jennifer had a unique opportunity to exchange writing samples with a struggling writer. Through the project, Jennifer was able to coach and mentor Sharita as she revised and improved the quality of her writing. They developed correspondence about their writing projects and ideas. Jennifer and Sharita collaborated throughout the various phases of the writing process (brainstorming, topic selection, writing rough drafts, and publishing). Ultimately, they formed a partnership of two writers, offering suggestions and praise for each other's developing drafts. Undoubtedly, the intensity of this type of collaborative writing experience between a teacher and a student rarely exists in a classroom of twenty-five students or more.

Though Jennifer naturally assumed the mentor's role toward Sharita because of their age difference, I was curious to observe that they were also truly friends. They exchanged autobiographical poems in order to get to know one another. They discussed their pets and their dreams. They shared their nicknames. They apologized for delays in their correspondence and expressed their support and excitement for the personal events they shared with each other. They openly expressed their personal views. Their statements were candid and direct, apparently free of the obligation to write what a teacher might want to hear, but rather forthright in their opinions as friends. They acknowledged each other's accomplishments and enthusiastically expressed gratitude to each other for sharing their writing samples. As a teacher I was delighted to observe two students treat one another with such high regard for each other intellectually and personally.

But perhaps even more important, Jennifer benefited from her correspondence with Gail. Because of Sharita's unique needs, Gail also corresponded with Jennifer throughout the email project, making instructional suggestions and pointing out areas for praise or for coaching. Together, they planned and provided the support that Sharita needed to be successful. Gail was a mentor for Jennifer, the novice teacher. In turn, Jennifer became the mentor for Sharita, the novice writer. Throughout her correspondence, Gail freely expressed her joy in Sharita's writing development. Jennifer's final sentence in her reflection indicated that she was listening: "I hope that I will read my students' writing for pleasure and be a positive audience to whom they feel comfortable writing."

The Learning Network

by Gail Denton

The positive outcome of networking students electronically across classrooms is not limited to students who are struggling to achieve in language arts. During the same year I taught Sharita, for example, I also

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Cross-Age Networking Reconsidered

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paired students in my advanced language arts classes with business leaders enrolled in a Chamber of Commerce leadership class. The letters, poetry, and stories produced by these students, many of them brilliant but reluctant writers, tell their own remarkable success stories.

The following summer, though, when one student's work became the subject of intense study in Michael Armstrong's class at Bread Loaf, "Thinking About Narrative," I began to see myself not simply as an arranger of learning experiences for my students but as a full participant in the learning community, one where online interaction with a student writer seemed natural, where surprising comparisons drawn between my student's poem and William Blake's "The Tyger" were respected, and where my students' writing stood as the most important text for consideration.

Last year, several projects on BreadNet widened the learning network to include other teachers and students in Ohio, in Vermont, and within my own district. From these exchanges came many more learning opportunities for my students: to tell about their exchange experiences in a video documentary about BreadNet, to present details about the email exchanges at local and state teacher conferences, and to share their writing in a segment for South Carolina Public Radio.

With encouragement from Write to Change, a local nonprofit that supports literacy, one group of students prepared an application for funds to establish an online literary anthology at my school. They researched prices, developed an implementation plan, and then presented their proposal to Ann Miller, our principal. Steve Huff, Riverside's instructional coach, set up the Web site and helped us launch the program. Rocky Gooch offered guidance and expert advice, and by the end of the school year, the students had made several hundred CD copies of the anthology for distribution. Their work will soon be available for other classrooms to access on the Web and may be a model for other students to use. One highlight of the project came about when students, using BreadNet, were interviewed on line by Tom McKenna, a professor at the University of Alaska Southeast, who later shared details about the project at state and national conferences.

Seventh-grader Sharita J. meets for the first time with her university exchange partner Jennifer Leopard at a surprise luncheon Jennifer arranged at Riverside Middle School.

As a result of these collaborative experiences, the network I envision now is one where participants of all ages are at once both teachers and learners. It reaches beyond the school to community members, to the district superintendent, and to other leaders who embrace and work for productive change. Such a network includes university instructors who lead by doing, school administrators, support staff, and teachers. And at the center of the network—always—are the students.

I've come to see that while I have much to contribute, there is so much more to receive—the joy of seeing Sharita's poem in print, for example, the privilege of learning with her, and the satisfaction of knowing how she has helped so many others in the network. ❦

Gail Denton, a teacher in Greenville County schools for fourteen years, attended Bread Loaf in 2000 as a Fellow of the South Carolina Department of Education. Gail currently serves as co-director of the Upstate Writing Project.

Dr. Rebecca Kaminski is an assistant professor at Clemson University, where she teaches language arts methods, writing assessment, curriculum design, and teacher research techniques. She is a frequent presenter at international and national conferences on the topics of writing, multicultural literature, and service learning. She is the director of the Upstate Writing Project.

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Service Learning and Curriculum Content: The Merging of Old Ideals

Jeff Loxterman
Fort Wingate High School
Fort Wingate NM

Youth are a window to the future. Through them we can anticipate the shape of the world to come.
—McClellan Hall

Driving north, about twenty-five miles from Gallup, New Mexico, on Highway 666, your eyes are suddenly drawn upward to a lone mesa to the east. This picturesque plateau is the home of Chooshgai Community School K-8, located in the Tohatchi Chapter of the Navajo Nation. It is also where I lived and taught eighth grade language arts and literature. After living in this culturally rich community for four years, I was captivated by both my students and my Navajo friends. Four years ago, however, I felt extremely frustrated: my students seemed bored and dissatisfied with school in general. In spite of my good intentions, classroom lessons felt mundane; they didn't address my students' needs. Furthermore, I was swamped by mandated state standards. During a writing lesson on making a difference in the world, I was suddenly daunted by a student's reply: "It doesn't matter, we can't change anything from here!" Concerned, I conducted a discussion on "making a difference" with my classes over the next several days. The results were startling. My students believed, for many good reasons, that they had little or no control over the world that they lived in, little inspiration to change anything in their own community. I wanted desperately to do something, to provide hope for change. But what?

An Old Innovative Philosophy

The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes.
—William James

In the fall of 1998, at the same time I was experiencing this mild crisis in teaching, a representative from the National Indian Youth Leadership Program (NIYLP) put me on a path that transformed my students as well as my classroom. As a result of collaborative efforts with the NIYLP, I have learned how to combine mandated standards with service-learning projects.

In 1990, the Carnegie Council argued, "Every middle grade school should include youth-service, supervised activity, helping others in the community or the school, in its core instructional program" (Stephens). But much earlier, both John Dewey and Jean Piaget had pioneered the concept of experiential education, which views learning as an interaction between individuals with the environment as they create more satisfying and complex ways to understand and act on their world (Conrad). My rediscovery of this old but still innovative philosophy marked the beginning of the service learning my students and I would do.

What Service Learning Is and Is Not

Education is basically a social process.—John Dewey

The challenge of creating worthwhile service learning is to combine a significant community goal with classroom curriculum objectives. Service learning is not to be confused with community service, which provides some service for the community but does not necessarily integrate the service with the curriculum. A field trip to pick trash up along a highway is a worthwhile community service, but unless it is linked to learning that the students are doing in the classroom it is *not* service learning.

Rereading John Dewey led me to consider the definition of education as a "social process." Whenever persons from the same community gather for a common good or goal, it is an act of socialization. When achieving the goal serves the educational needs of members of the community, the activities will also serve to keep the community alive and thriving. We as educators need to return frequently to these basic concepts of education and community; our children are our future, and if we hope to prepare them for the world, then they need to know the real-life *how-tos*. Pondering these ideas, I made plans to engage my students with a curriculum that would instill social and community values in the lessons.

Easy Beginnings: Our First Project

There is agreement on the fundamental idea that, in order to learn, the student must act, react, and organize experience.—John Michaelis

Fortuitously, later that fall, the NIYLP invited my students and me to participate in a "Peace Jam," an event that would give students a chance to discover Nobel

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Service Learning and Curriculum Content

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Peace Prize recipient Rigoberta Menchu Tum and perform a service-learning project in a structured curriculum. Rigoberta is an Indian from Guatemala, and I knew my students, who are Navajo Indians, would appreciate her and listen closely to her. During the weekend that the students met with Rigoberta, she testified to the impact that one individual can have on a community.

Rigoberta had lived the life, talked the talk, walked the walk, and, in a peaceful yet revolutionary way, come back to tell about it. Her family had been murdered. Her village had been burned. Moreover, many of the people whom she loved had turned against her. She had an important message of activism for my students, and they received it well. I believe they identified closely with her because she was an indigenous person. One of my seventh grade girls said, "If I were her, I probably wouldn't have survived watching my parents and brothers and sisters being murdered." An eighth grader commented, "She's one of my heroes. She's my idol. She's really a cool person. I really can't believe we met her."

Towards the middle of the weekend, we joined with students from several other schools and participated in a collaborative service-learning project that raised some environmental issues students contend with on the reservation. We traveled to San Felipe Pueblo to help rebuild and restore community buildings, and I observed the integration of community service with curriculum goals, especially critical thinking: students measured fences, estimated building materials, and brainstormed with each other on how to solve time-management problems. Moreover, the students formed questions for writing projects and discussed them: Were there similar problems on the Navajo reservation? If so, how can we solve them? These questions and discussions eventually led my students into substantive journal writing and expository essays.

The NIYLP's orchestration of this service-learning activity simultaneously for several schools was a very good way to be introduced to the concept of service learning. The NIYLP support systems were in place, thus requiring only minor administrative coordination from the participating teachers. After we got one of these group projects under our belts, the students and I were ready to move to the next level. By the end of the weekend with NIYLP, a realization came to me: the environment is a far nobler educator than the classroom.

Into the Great Wide Open: We Became Doers

Observation alone is not enough. We have to understand the significance of what we see, hear, and touch. That significance consists of the consequences that will result when what is seen is acted upon.—John Dewey

I went a step further and created a yearlong service-learning project, integrating it with regular class curriculum. In the fall of 1998, I began to work with an environmental awareness group composed of teachers from the Gallup-McKinley School District and several park rangers from the McGaffey National Forest. Our aim was to involve our students in different aspects of environmental activities related to the various curricula we taught.

Many of my students live so close to the beautiful land of the Navajo Nation that they sometimes don't even realize the beauty that is in their backyards. They are surrounded by it, and many have never known anything but this extraordinary landscape. My goal was to reintroduce my students to the beauty of this area (Strawberry Canyon, in particular), have them express themselves in poetry and short prose pieces, and determine ways that we could positively make an impact on the environment around us. I planned this field trip with enough time built in so we could have a group discussion at the end of the day before leaving the park, making sure to discuss where we as a class wanted to end up with our writing projects. We developed a writing rubric to accommodate this. When letting students set their own standards, I have often found they arrive exactly where I want them to be. There were sturdy concrete picnic tables at the bottom of the trail that we used to facilitate group work. I wanted the students to reflect on all that had happened before leaving this wonderful setting.

A ranger directed our walk up the canyon, where we learned the different types of trees and animals indigenous to the place. The students were excited and full of questions for the ranger. While we walked up the trail, we halted often to observe the environment around us. Sustaining such close observation takes practice. To help get them started, I asked them to sit at least twenty to thirty feet away from each other so they wouldn't be disturbed or interrupted. They just had to sit there and observe the forest around them, allowing their senses to work and taking everything in. During this time they wrote or made sketches of what they observed and used this information later to write a poem or a short story.

At the end of the day, we decided to follow up this project in the spring by doing some work on the trails of the canyon. After our trip in the fall, we would find out what we could do as far as trail maintenance or repair for the park.

Happy Trails: Taking a Look Back

Students need opportunities to develop individual responsibility and the skills of independent study.
—J. Lloyd Trump

With the outdoor part of the trip over, and our plans set for helping maintain the trails, the park rangers asked my students to help design a park logo to be used on their bulletins. Several kids volunteered and produced drawings of forest animals and eagles; some of the students are excellent artists. These drawings are still in the park archives awaiting publication, and we enjoy an ongoing service-learning collaboration with the park.

In addition, I wanted the kids to produce a one-page short story or poem related to their outdoor experience in the park. Again, we used the rubrics they had devised. In retrospect, I was surprised and pleased by the many different ideas for writing that they generated. Most of the boys chose to write short stories, while the girls dominated the poetry department. Most of them wrote about some facet of nature. The girls focused on trees and small animals, while the boys wrote about large animals such as deer; some even took a sci-fi approach—mutant squirrels! When I looked at the writing resulting from our service-learning project, I was very pleased: the kids wrote longer and more detailed pieces, and they were increasingly more motivated to do the work.

This year I have moved, and I am teaching in another school on the reservation, so I was unable to continue building my relationships with park rangers. However, I have maintained contact with the park officials, and my new class of ninth grade students at Fort Wingate High School's Freshman Academy are pursuing the service learning where my other class left off. Our high school is located a mere seven miles from the National Forest where the project started, and park officials will soon get to know my new class of students.

Service learning links curriculum with a community need and expands the classroom. Actually, teachers can develop many thematic units including standard objectives by utilizing reverse planning techniques originating from the big picture. For example, we get the idea of the beautiful forest in our backyard. We then bring that idea back to the classroom and discuss how we can make a positive impact on it, forming an essential open-ended question: "How does nature influence us?" Then the teacher links the students' question to the particular curriculum objective or standard. I've found this technique most rewarding, as it facilitates more student involvement.

Sometimes it is easier to get involved with an already existing project such as "Peace Jam" to get your feet wet and minimize administrative hassles. When you do begin a project on your own, be sure to have a clear idea of your expectations, both short-term and long-term. In addition, always plan a contingency project just in case your primary one falls through, and, last but not least, make sure you and the students have fun! In the end, what I've learned is not new at all but rather an age-old principle of learning: give the students what they want and need in order to learn on their own, and they'll discover that they can make a difference in themselves and the community.

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Jeff Loxterman currently teaches in New Mexico at Fort Wingate High School's Freshman Academy, a Bureau of Indian Affairs school serving only Native American students, predominantly Navajo. His professional interests include cross-curricular development, Native American voice usage in writing, and the use of technology in the classroom. Outside the classroom, he is a musician, equestrian, and an active participant in many Native American ceremonies. He received a bachelor's degree from the University of Findlay in 1995. He is currently working on a master's at Bread Loaf.

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The Professional Development Model of the Bread Loaf Teacher Network

Chris Benson
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Middlebury VT

This one-room cabin where I'm sitting at the moment is located on the farm of Tammy Van Wyhe in Alaska, about 200 miles east of Anchorage. It is February and the temperature outside the cabin this dark evening is a balmy twenty degrees, a blessing for which this South Carolinian is grateful. A kerosene heater warms the cabin, and I'm comfortable lounging in long underwear. I sit at a small table made by Tammy's husband, Terry, from the lumber of native pine trees. I'm writing in a notebook by the light of two oil lamps. My notes record reactions to and reflections on a day spent at Kenny Lake School where Tammy is the sole middle and high school English teacher. Tomorrow we will drive to Anchorage across landscapes that to me are as unfamiliar and exotic as the dark side of the moon.

We're going to Anchorage for a writing workshop. Our colleague of the Bread Loaf School of English, Scott Christian, has invited twenty-three Bread Loafers and associates to a retreat to write about best practices in the classroom. As the editor of the *Bread Loaf Teacher Network Magazine*, I have the great pleasure of attending such meetings several times a year, which I usually sandwich between visits to classrooms where Fellows in the network are teaching. Though I consider myself well-read on issues of teaching and learning, I hasten to say that my visits to teachers in schools and in their homes have taught me most of what I know about teaching in a variety of settings.

En route to Anchorage, Tammy and I stop at the Mantanuska Glacier. The sky is blue and bright above the wind-carved clefts and slopes of the receding glacier. We stop and take photos of each other with the glacier as the backdrop. In late afternoon, we arrive at our destination, a Jesuit retreat where we meet up with other members of the Bread Loaf Teacher Network. We are here, with writing in hand, to see what will happen. We trust the process: when teachers write together, we know, something good will happen.

Teaching and learning in schools, I have learned, are connected to the way of life in those places where the schools are situated. I've begun to observe that people and the landscapes and cityscapes where they live are reflected in each other. On one visit to Ganado School District in the Navajo Nation in Arizona, I found myself in a four-wheel-drive pickup driving out to the edge of the Ganado Mesa with principal Susan Stropko (now superintendent of Patagonia School District) and Ganado librarian Judy Tarantino. I had spent the day with them, their colleagues, and their students in their classrooms. At the mesa's edge, we watched the setting sun turn the sky into stunning hues of purple and red as it went down behind the rugged mesa, altering the hues of the desert slopes from brown, to red, to dun and gray. The ruggedness of the landscape was reflected in the people who lived there; I had seen the ruggedness and tenacity in the faces of the children that morning.

Another trip brought me to Clayton, New Mexico, a ranching community on the high plains, to visit Dan Furlow, who teaches at Clayton High School. The landscape of the high plains, with its endless rolling grass hills and expansive blue sky, causes one to reflect on the "largeness" of the place and one's seemingly small place in it. Sure enough, when I met many of Dan's students later that day, I discovered they were humble and reflective by nature; the land, I speculated, had made them that way.

If it's true that the nature of folks reflects the nature of the landscapes where they live, then Alaskans must be a diverse people, and indeed they are. This writing workshop that I'm attending brings together twenty-three Bread Loafers who represent many different communities and schools: from a small Inupiat village north of the Bering Strait to the now growing tourist towns of the islands in the Southeast. The Bread Loaf Teacher Network (BLTN) also has teachers who represent all levels of teaching from elementary to college. As I look around at the twenty-three teachers in the room, I am awed by the collective knowledge and experience in the room.

For several years now, Bread Loafers in the BLTN have met regularly in meetings such as this in other states as well to catch up with each other and to share information, knowledge, and expertise about teaching. Agendas at previous meetings always included brief, informal presentations by teachers, discussions of education issues, and often potluck suppers. But recently, we've seen a change in the content and format of the meetings. While camaraderie and general discussion of issues are still important parts of meetings, teachers in the network are now meeting to initiate or continue collaborative work.

For instance, this writing workshop—convened under the auspices of the Alaska Department of Education, the University of Alaska Southeast, and the Bread Loaf School of English—will produce a publication for the Department of Education in Alaska, which may have rippling effects in school systems across Alaska, perhaps beyond. The writing produced by these teachers about best practices addresses curriculum issues relevant to a broad selection of the standards for Alaska students: speaking and writing, reading and listening, critical thinking, communication across differences, and self-directed and collaborative learning. Reading many of the drafts this weekend, I find they are personal and powerful accounts of how teachers and students turn the institution of school to their own purposes for learning. Despite overcrowded classrooms, several class preps per day, mandatory cross-age grouping of students, mainstreaming, lack of funding, and myriad other obstacles to successful teaching and learning in public schools, these teachers and students are doing it.

How do they do it? How do they beat the odds against them? More important, why do they do it? I think the answer lies in the kind of professional development that BLTN teachers are creating for themselves. In this day when every outside "expert" educator is hustling schools for the big bucks they will pay for professional development services, the Bread Loaf Teacher Network has nothing to sell. We know that good teachers have the knowledge and ability; we only offer support and opportunities for teachers to network, to come together, to connect on line, to study together during the summers at one of the four campuses of the Bread Loaf School of English. With those kinds of structural supports in place, teachers naturally will create their own professional development for themselves and each other, whether they live in Alaska or South Carolina. ❦

A List of Special Projects Funded by the Spencer Foundation

Vermont teacher Robert Baroz received two consecutive grants to design a framework for examining student-led discussions of literature. Bread Loaf Professor Shirley Brice Heath of Stanford University served as consultant for each study. Two high school students were co-researchers in the project. Primary findings were published in a special issue of this magazine, "Becoming Teacher Researchers" (Summer, 1998). Robert's study will appear as a chapter in a book on teacher research that is currently in manuscript form.

Ohio teacher Dean Blase received a grant to investigate methods of teaching grammar through collaboration between English teachers and foreign language teachers. The grant funds Dean and two colleagues to attend a 2001 summer professional reading program, to work with university colleagues, to attend national language conferences, and to use students as co-researchers to help develop research methodology. Initial results were promising, and a second year of funding was granted to continue research.

The Bread Loaf School of English received a grant to fund a Teacher Research Conference in June 2000 at the Bread Loaf campus in Vermont, to examine how small-scale networks like BLTN improve the quality of students' education and make schools more equitable and more responsive to their communities. At the conference, active members of the BLTN, their partners in state departments of education, school principals, and numerous leaders in educational reform shared what they have learned about networked teaching and learning.

Bette Davis received a grant to study composition classes at William Carey College, a private coeducational institution in Hattiesburg, Mississippi. With her students participating as co-researchers, Bette examined the effect of students' agency in their own writing development. A publication which details the study is forthcoming.

Allison Holsten, now a teacher at the American International School in Riyadh, Saudia Arabia, was awarded a grant to fund a two-year study entitled "The Field Work Project: Teachers Examine an Ethnographic Approach to Research and Writing." Allison and two colleagues at Palmer High School in Alaska tracked the performance of tenth grade students who used ethnographic methods of researching their community and writing about it. Allison's work will appear as a chapter in a book on teacher research that is currently in manuscript form.

Mississippi teacher Renee Moore received two grants to research methods of teaching standard English to rural African American students. Early findings of Renee's research project, called "Culturally Engaged Instruction," have been reported in this magazine in the special issue devoted to "Becoming Teacher Researchers" (Summer, 1998). Renee's research led the Spencer Foundation to appoint Renee to the advisory committee on practitioner research, and the Carnegie Foundation to award her a grant to continue the research for two additional years.

Seven Vermont BLTN teachers were funded to research and apply theories of James Moffett in their classrooms to determine their effect on students' writing. The project will identify ways that Moffett's theories can inform Vermont's statewide portfolio assessment initiative. The project began in summer of 2001 and will extend through spring of 2003. Participants include BLTN members Doug Boardman, Bill Rich, Gretchen Stahl, Ellen Temple and Tish McGonegal, and Vermont National Writing Project leaders Julia Hewitt and Ed Darling. Glenda Bissex, Andrea Lunsford, and Dixie Goswami serve as advisors.

One Writer's Beginnings: A Reason to Teach

Patricia Parrish
Sumrall Attendance Center
Sumrall MS

As a teacher of writing, I view my students as thinkers with emerging theories and abilities, and language is the medium through which they communicate their sense of the world and their own place in it. Thirteen-year-old Samantha created the poem that appears on this page in a writing project called Going Wild, which used BreadNet to network my students in Mississippi with Anna Citrino's students in Singapore and Sylvia Saenz's students in Arizona. Networked exchanges such as this broaden students' experience in writing and reading; moreover, such exchanges deepen a teacher's perception of her students' writing abilities and provide insight into her own teaching. A careful review of Samantha's writing in this networked context gave me much to think about and confirmed for me why I love to teach.

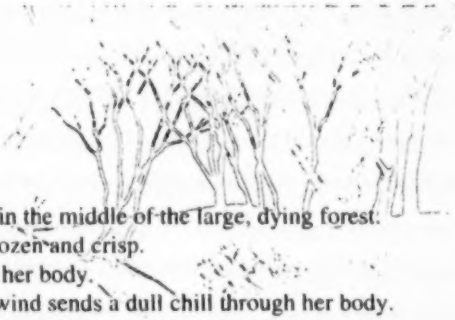
Writing itself, of course, is complicated to describe. Chaotic and messy, writing conjures reality as we strive to perceive it. In her poem, Samantha attempts, through her imagination, to link physical elements of nature with emotive aspects of the human spirit. The method that produced her poem "Thornbush" used computer conferencing, a highly interactive means of composing, sharing, responding to, revising, and celebrating our writing. This technology connects my students to student writers in other states and countries, expanding our network of learners to the whole world. In fact, two professional nature writers, Jeannie and Sharman, joined us on line as part of our learning community after Anna's school PTA in Singapore donated $500 for honoraria for their participation.

First begun in November of 1998, the Going Wild nature writing exchange was initiated by Anna Citrino, who sent out a general invitation to participate through BreadNet. Sylvia Saenz from Arizona and I responded with ideas for the project, and Anna outlined plans and time frames. Participating in the project, our students composed nature poetry and prose and exchanged it weekly on line with each other for most of the school year. My eighth graders read the writing of other students on line and then responded to its content, imagery, or language. Working within this context, students like Samantha began to discover themselves as writers, which had been my ultimate goal when I initially agreed to the exchange.

Thanks to a 1996 Goals 2000 grant, I have fourteen computers in my classroom, so after Samantha and my other students handwrote their pieces and responses and got feedback as desired from their classmates, they typed and saved their writing onto a class floppy disk. Several times a week, I pasted new writing and responses into email messages for our partners in Arizona and Singapore, and I daily downloaded their writing as well. During the interactive networking, I instructed Samantha and my other students in the writing process in a workshop fashion, addressing their needs as they arose in the writing context.

Samantha gathered ideas for her poem during a nature walk when we went outside with our journals to tour the campus (we've got some pretty "wild" spots here at our rural school), draft, and dream. The weather was changing on one particular cold and windy day in November, and Samantha personified a shivering, solitary thornbush she saw behind our building. Though I must teach the mechanical skills of writing, I also believe that writing should communicate to readers in a meaningful way, so my

Thornbush
by Samantha



(first draft)

She stands short and fat in the middle of the large, dying forest.
Her prickly thorns are frozen and crisp.
The cold, icy air pierces her body.
The soft whisper of the wind sends a dull chill through her body.
The tree around her shiver sharply.
The dirt under her scampers about in the crisp wind
She is ready for summer.

(revised)

She stands short in the middle of a large dying forest,
Thorns frozen and crisp.
The cold, icy air pierces her body,
As the soft whisper of the wind sends a dull chill throughout her.
The trees around her shiver sharply,
The dirt under her scampers about in the traveling wind,
She is ready for summer.

goals in teaching Samantha include providing her an opportunity to write for a supportive audience. I want her to share her writing with people from other cultures in distant lands and learn from them, too.

During the project, I noticed certain characteristics in the exchange of responses between Samantha and her partner Dominique, a student from Arizona. A supportive relationship developed between them that allowed Samantha the confidence to make interesting choices when revising. Dominique and Samantha began a mini-exchange that made the most of the writing process; it allowed for admiring, perceptive responses between two developing writers. Then when the two professional writers, Jeannie and Sharman, responded to "Thornbush," Samantha felt free to accept some advice and discard some. When she revised, Samantha chose to take Jeannie's advice that "every word should be unique" and replaced the repeated "crisp" with "traveling," which fits more nicely with the image of "scampering" dirt. She also tightened her poem, omitting ineffective wording to maximize the impact, again taking Jeannie's advice. However, she didn't take any of Sharman's advice and she told me why: she wanted the softness of the fourth line, the center one, to break the cold sharpness of the images before and after it, to provide a breathing space. How profound and sophisticated! She also was puzzled that Sharman didn't realize that the line "She is ready for summer" expresses the thornbush's yearning for summer, not the speaker's yearning. Jeannie and I understood the line as Samantha intended it, and she decided not to change it.

I know, as a teacher, that when a student uses language in sophisticated ways to compose and then reflect on the composing process, writing becomes more than a mere demonstration of skills to satisfy my assessment. Though I don't think she realizes just what motivates her, Samantha knows she can produce good, sometimes powerful, writing, and she knows she is growing as a writer. This self-knowledge is a critical building block in the development of a writer. It's interesting that in her evaluation of her writing portfolio, Samantha lists "Thornbush" as one of her favorite pieces, which "come straight from my feelings, they didn't come from my mind." She may not know it, but Samantha's intellect and emotions are developing through her writing, and she has accomplished much already.

To assess this writing, I considered Samantha's growth and participation in our online community of writers and her willingness to contribute to our classroom community. During the first nine weeks, Samantha had seemed indifferent to writing and completing assignments (somewhat "frozen and crisp," I suppose); however, she thawed and came alive during the online nature writing unit, and "Thornbush" illustrates part of this process. Samantha considered every single word of her poems; she carefully weighed responses from her peers and the professionals, and she confidently adopted strategies for revising.

In order to present assessment and feedback to Samantha and others, I posted a chart in class listing the pieces and responses students had sent on line. I wrote notes to the students on their pieces that I printed out from the computer conference and kept in a huge binder along with printouts of digital photos, nature pamphlets from Jeannie, and every message from our conference. All this written material was available for review, and students could see where we had started and where we were at any time in the project. After I called Samantha's mother with praise for her, her mother enthusiastically filled out a parent response form, writing that she observed growth in Samantha's ability to "place into words exactly what she wants you to feel as you are reading." Thus, our learning network spread into homes and involved families in writing.

Context in learning is critical for success. I try to show my students what "real" writers do when they write: they write for real audiences and receive feedback from trusted editors and respondents throughout the process. I try to pay more attention to how students participate in the process, knowing if they do the process right, the product will take care of itself. Right now students are working on "electronic portfolios," using PowerPoint software to create multimedia publications of their work including text, graphics, sound, animation, and video. The challenge is to stay abreast of the changing technology so I can advise the students, though despite my attending and conducting extensive professional development sessions, my students usually teach me as much about technology as I teach them.

Other challenges I face as a writing teacher are the old, ongoing ones. I am daily challenged to convince students that each one is a writer who has something important to say. To help them, I must not only write with my students but also guide them, establish goals and rules, inspire, motivate, and respond as a thoughtful reader. I enjoy these activities because I love seeing how my students are revealed through their writing. Seeing writers like Samantha use language to create individual and social identities through networked communities is gratifying, and it's why I teach.

Having received National Board Certification, Patricia Parrish has taught middle and high school English since 1989 and university language arts education courses since 1997. She received a master's degree from Bread Loaf, Vermont, in the summer of 1996.

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Shape-shifting: When Students and Teachers Switch Roles

Anne Decker
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Few who have been to Bread Loaf would disagree that Bread Loaf's network of teachers enables its members and participants to take risks and to develop professionally and intellectually. Yet exploring how this development occurs is more complex. To do so, I raised a key question about this process of development: What happens when teachers take on the role of student? Indeed, the fact that my colleagues at Bread Loaf teach for nine months of the year and then become students for six intense weeks during the summer at Bread Loaf has fascinated me since my first week in the program. My interest in this perennial transformation—from teacher to student and back again—led me to interview and survey some of my colleagues at Bread Loaf about the process. I have begun to understand this annual "shedding of skin" as a necessary growth process in the intellectual and professional development of the best teachers.

During the summer of 2001, I interviewed and surveyed teachers who have studied at Bread Loaf. I asked these forty students and a few graduates of the program about their experiences as students at Bread Loaf. I also asked them about instances when they observed their students adopting a teacher's role. Three major themes emerged from their responses: role switching, control and risk, and the function of networks in teaching and learning.

Students Being Teachers

These teachers told me that their students adopt a teacher's role in many ways, often through publication projects. Broadcasting their work lets students engage in discourse that matters; it moves literacy out of academic irrelevancy. If the first rule of writing instruction is to "give students some real choice of assignments so that they want to do them," the second is to "put writing to some realistic use after it is done, and make clear in advance of writing what that purpose and audience are" (Moffett 25). Eighty percent of my survey respondents apply that second rule through student publication projects: "I encourage all of my students to overreach their boundaries, which in most cases means publishing," says Heidi Berrell, a first-year Bread Loafer from Memphis, Tennessee.

Examples of writing for public audiences include letters to local newspapers, poetry contests, opinion pieces for school newsletters, chapbooks and anthologies of student work, Web sites, and computer conference writing exchanges (twenty-five percent of the teachers I surveyed network their classrooms with others using BreadNet). Some of the teachers stretch the definition of publishing to include visual, non-literate projects, such as art displays at community centers, and oral activities, such as interstate debate tournaments.

In communicating their ideas to various audiences beyond the classroom—i.e. adopting a role of *author*ity—students take risks. Students who go public with their ideas risk receiving criticism from others. Yet going public encourages students to "solicit support, challenge themselves and others, and share work and resources whenever possible" (Heath 26). Students understand this intuitively. One teacher paraphrases a typical student response to doing a writing exchange with peers on line: "The exchange improved my writing because I had someone besides a teacher reading my thoughts." And as Bread Loaf Associate Director Emily Bartels summarized after a recent BreadNet poetry exchange, "It was the self-consciousness, the extra eye—with the extra *I's*—that could, and did, enable important changes in analytic strategy. Without knowing it, these students taught each other to read poetry more critically."

As an example, photojournalist publications can encourage students to take risks. "There is challenge at all levels," says first-year Bread Loaf student Susan Phieffer about her seventh grade photojournalism class in Lawrence, Massachusetts, which culminates in a photo booklet for each student. Amy Halloran, who is also teaching a photojournalism class in Lawrence, has chosen the theme "self-portraits" for her fourth grade students next year, but there is a twist. The students cannot simply take photographs of themselves; they must express their "self-portraits" through landscapes of Lawrence and other photo subjects, an intellectually ambitious and challenging venture for elementary students.

One of the potential benefits of having students be authors is renewed pride in their work. Cora Ducolon, a fifth-year Bread Loaf student from West Newbury, Massachusetts, remembers a recent publication project: "One student said to me, 'This is so cool. People now know how I think.'" Kelli Kuntz, a first-year Bread Loaf student who teaches in Kalispell, Montana, and coaches the debate team, says, "My students become new

people when they are able to stand in front of people and present ideas." Many teachers remarked on the intense pride their students feel when their work is received publicly and they sense they are part of something bigger than themselves.

Teachers Being Students

By coming to Bread Loaf as students for a short, intense period, teachers take risks, too—and their role switching, likewise, deepens their appreciation for learning. "We step outside ourselves as teachers and become both—we are both student and teacher," says Kuntz. The challenges and risks in temporarily throwing off the teacher's mantle are real. Second-year Bread Loafer Tim Horvath says, "It is very enlightening to be thrown back into being a student, a little disorienting at first, however." What creates the sense of risk at being a student at Bread Loaf? Ohio teacher Jason Leclaire says, "I am not used to being judged. I feel intelligent, but I know in any given class at Bread Loaf there will be many people with good ideas who can express them more clearly. There is a competitiveness in being a student that is absent in teaching." Jason signed up for the "Writing for Publication" class last year in part because "I think my ideas about teaching have value beyond my own classroom, and I wanted to force myself to extend them into the world beyond. . . . But for teachers to put ourselves out on a limb—especially writing about teaching—well, we're just like our students: we worry about how others are going to think about us as a result of what we have written."

So why switch roles? Why do teachers voluntarily place themselves in this situation, which they describe as challenging, difficult, even disorienting? Many of my respondents describe the benefits of the role switch in reference to their teaching. Tim Miller says that switching roles "puts you in the shoes of your students and lets you see, feel, and experience what they experience in your classroom, and that can only serve to enhance your perspective as a teacher." Cora Ducolan adds, "It is important and vital that we know how our students feel; I think this is partially why I sometimes take classes that are difficult." Eric Eye, a first-year Bread Loaf student who teaches in North Jackson, Ohio, responds, "It is important for me to be challenged and to risk failing at the types of things I ask my students to do."

Teaching within a Network

These teachers' responses affirm for me that teaching and learning never stop, unless they are disconnected. Good teachers are always both teaching and learning. Simply becoming aware of this process is a worthy goal in itself. The Bread Loaf Teacher Network supports this process, using BreadNet as an essential tool. Mary Lindenmeyer says that a networked exchange in 1999 made her "more articulate and more sensitive to the language I use and the message I'm conveying." She refers to BreadNet as a "vehicle for fostering and nurturing relationships. BreadNet has provided me with a wealth of information and help when I am struggling."

Words like "connection" and "network" appear time and again in the interview responses. As Julie Lause comments, "Bread Loaf provides me with a community of teachers. Sometimes it is so lonely out there—but through Bread Loaf, there's a chance to connect with teachers who believe the same things I do about teaching and students. . . . That has made the difference in my teaching. We collaborate all the time." These networks are important not only in terms of the scary world out there, but also the scary world *in here*. Because Bread Loafers share some common pursuits, the Bread Loaf Teacher Network offers a safe environment in which to take risks, to switch roles and be a student for the summer. This role switch makes teachers examine their own learning. It reveals how teachers are always on their toes, always changing roles, always playing multiple roles. This ability to change and adapt to new ideas and new people is an important key to effective teaching. ❦

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Anne Decker is an editorial assistant at the University of California Press. She edits *To-Do List* magazine and is developing a book about women bicycling in urban areas. She is working toward a degree in English at Bread Loaf and completing further graduate work in American Studies. This story was written during the summer of 2001 at Bread Loaf with Andrea Lunsford as consultant.

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BLTN State Meetings and Activities

Alaska

Standard Implications II: Truth or Consequences, the second book-length collection of articles by members of the Alaska BLTN, is due to be released in February, 2002. The Professional Education Center at the University of Alaska Southeast, in partnership with the Bread Loaf School of English, has proposed a pilot program to establish a cadre of teacher mentors. The group will work with new teachers in Alaska to provide support and encourage new teachers to remain in their teaching positions after their first year of teaching. BLTN members Marilyn Bock, Stefanie Alexander, Molly Sherman, Heidi Imhof, and Pat Truman attended the Alaska State Literacy Conference and held an ad hoc BLTN meeting. Tammy Van Wyhe and Pat Truman provided in-service support to teachers in Yukon Flats School District in Anchorage. Tammy presented writing strategies, and Pat demonstrated intervention strategies in reading, writing, and math for at-risk middle school students. Ketchikan's Clare Patton received a PATCHworks Award for providing youth in her community with life skill assets designated by the award. Samantha Dunaway's poem "To a Sleeping High School Student" is included in *Poetry by Teachers About Teaching*, an anthology published in 2001. Sue Hardin is piloting a project to design alternate forms of student assessment that incorporate digital portfolios. Kenny Lake School (home to Tammy Van Wyhe) received a Technology Achievement Grant. The school based the project proposal on the BLTN model of professional development, which includes action research and integrates BreadNet technology.

Arizona

On September 1, the Arizona BLTN held its fall meeting, which was attended by seventeen BLTN Fellows. Special guests included Bread Loaf Director Jim Maddox, John Warnock and Tilly Warnock of the University of Arizona, and Barry Udall, principal of St. John's High School. The Arizona BLTN initiated a motion to assume a more political stance in state educational issues. Risa Udall encouraged members to take opportunities to write and speak to legislators and teachers across the state to inform them of BLTN goals, specifically how BLTN activities align with the Arizona state standards. Fellows discussed the difficulty of accessing news of state education policy in the remote areas of the state, and expressed interest in reviewing the state's candidates and their platforms for the purpose of disseminating information to other teachers. Fellows agreed to email Tilly Warnock with presentation ideas for the University of Arizona Spring Writing Conference. Jill Loveless will host the spring 2002 Arizona BLTN meeting in Globe in March. At that meeting, Fellows will present, with their students, online writing exchanges that work. State and local representatives will be invited. BLTN Fellows participated in creative writing excursions at the southern rim of Canyon de Chelly on Saturday evening after the meeting, and ventured into the canyon on Sunday morning with Rex Lee Jim as guide. Rex will serve as the moderator for an Arizona BLTN online writing project titled "Home."

Colorado

All Colorado Bread Loaf Fellows of the past five years were invited to attend the state meeting held on Saturday, October 13, at the Emily Griffith Opportunity School in Denver. Scott Christian, University of Alaska, facilitated a session on writing about best teaching practices; and BLTN Fellows agreed to seek funds for a writing retreat to continue the writing. Tom Quackenboss of the Colorado Department of Education (CDE) updated teachers on the Colorado Student Assessment Program and described how the CDE will use results from the statewide testing. Bread Loaf Fellow Nancy Lawson provided numerous handouts and prompts to be used to prepare students for the CSAPs.

Georgia

The Georgia BLTN met at Judy Kirkland's home on October 27 for its fall meeting. The main item on the agenda was seeking funding for fellowships to send Georgia teachers to Bread Loaf. Julie Rucker, Georgia Council of Teachers of English Conference Chairman, is recruiting Bread Loafers to present program proposals for the Georgia Council of Teachers of English conference to be held in Rome, Georgia, in February. Terri Washer and Judy Kirkland are scheduled to present at the conference and show how BreadNet and electronic writing exchanges are integrated into the curriculum. Judy Kirkland is on the host committee for the NCTE convention in Atlanta in 2002 and is recruiting assistance from fellow Bread Loafers. Terri Washer is handling preregistration for the conference and is Products Chairman. Terri is also reviewing materials related to American literature for SAS, a North Carolina software publisher on American literature themes. Last year Rosetta Coyne was named Business and Professional Woman of Achievement in Valdosta, Georgia. At Callaway Gardens in May of 2001, at a state-wide competition, Rosetta was named the

recipient of the 2001-2002 Georgia Business and Professional Woman of Achievement Award. Rosetta serves on the Georgia Teacher of the Year Committee and is the public relations person for her region for GA/NEA. Carolyn Coleman participated in the Georgia Writing Project during the summer of 2001, and her drama students are currently competing in a drama contest with their production of *The Importance of Being Earnest*.

Kentucky

The Kentucky BLTN Fellows convened on October 27 in Bardstown, Kentucky, for the annual fall meeting. At the meeting, Fellows discussed the progress on their exchanges, and Cherry Boyles, Kentucky Department of Education representative, presented an overview of the Units of Study, a method of thematic instruction endorsed by the Kentucky DOE. A new partnership between the Bread Loaf Teacher Network and the Kentucky Writing Project was announced at the meeting. Plans will begin soon to hammer out details of the partnership activity. Carolyn Benson distributed the 2001 Kentucky end-of-summer reports and exchange plans, and Cherry Boyles invited BLTN Fellows to revise and submit their reports to be published on the Kentucky DOE Web site. Other topics explored during the meeting included the possibility of an online course entitled "Best Practices in the Teaching of Reading and Writing"; the need for a full-time Bread Loaf teacher/coordinator of the Kentucky BLTN; greater interest and need for collaboration between BLTN and the Kentucky DOE administration; and opportunities for writing and publishing in BLTN and Kentucky DOE publications.

Mississippi

While attending to her duties as State Teacher of the Year for 2001, Mississippi BLTN Fellow Renee Moore was surprised in October by Mississippi Superintendent of Education Dr. Richard Thompson and other state officials as they presented her with a Milken Award (see article, page 19). One of the top educational awards in the nation, the Milken confers not only honor to recipients, but also $25,000. Sharon Ladner, BLTN Fellow and previous winner of a Milken Award, is designing and implementing a new curriculum in her district. Peggy Turner and Patricia Parrish have exchanged student responses on the September 11 attack on America, and they are both working with peer teachers in their schools who act as guest responders or collaborators on BreadNet. Patricia is currently involved in an exchange on teen issues with Terri Washer's students in Georgia, and a peer teacher from Patricia's school and Terri's principal act as guest responders.

New Mexico

The New Mexico BLTN members met on October 27 at Hot Springs High School in Truth or Consequences. Those who arrived early on the previous evening attended an informal gathering at Barbara Pearlman's home in Hillsboro. Sixteen Bread Loaf Fellows from New Mexico and Arizona attended the meeting. Bread Loaf Director Jim Maddox was a special guest. The meeting focused on the status of the current NM BLTN proposal to obtain funding from the State of New Mexico to continue to send New Mexico teachers to the Bread Loaf School of English. Recently, Susan Miera, Phil Sittnick, and Dan Furlow presented the Bread Loaf proposal to a meeting of the New Mexico State Board of Education Budget Sub-Committee. Dan Furlow distributed fact sheets about state legislators to the members so they could easily contact their representatives. BLTN members were urged to do so within the next thirty days. Jeff Loxterman spoke about the recent development and positive results of Pathway to Success, a new academy system being implemented at Wingate High School. Barbara Pearlman updated BLTN Fellows on the latest developments in New Mexico's move to institute standardized exit testing and the Baldridge business model of accountability in the public schools. Barbara has been involved in writing the reading portion of the test. The response to this initiative was mixed. Finally, the spring New Mexico BLTN meeting will be held in early April in the northern part of the state, most likely at Pojoaque High School. Specific time and place for the meeting will be posted later on line.

Ohio

Twenty-two Ohio-Rise teachers attended Bread Loaf during the summer of 2001. Each campus had its own contingent with weekly meetings on each campus and BreadNet contact between campuses. The focus of the summer meetings was on assessing the effect of the Bread Loaf program on Ohio teachers and their students. Ohio-Rise Fellows at each of the four campuses worked on differing tasks in the development of this assessment. Semifinal revisions to reports were made at the fall meeting, Saturday, October 6, 2001, at South High School Urban Academy in Columbus. The meeting was attended by twenty-one Fellows and special guests Scott Christian of the University of Alaska Southeast, and Jacqueline Jones Royster and Beverly Moss of The University of Ohio. Future plans include the combining of the Ohio-Rise spring meeting with the Ohio Council of Teachers of English Language Arts meeting, February 28–March 2, 2002.

(continued on next page)

BLTN State Meetings and Activities

(continued from previous page)

South Carolina

On October 1, Bread Loaf Director Jim Maddox announced at a meeting in Clemson the inclusion of Greenville in a Carnegie Corporation grant, "Bread Loaf in the Cities." The School District of Greenville County, which funded five teachers to attend Bread loaf in 2001, will fund ten teachers in 2002 and fifteen in 2003. The South Carolina BLTN held its fall meeting on October 13, 2001, at Waccamaw High School in Pawleys Island. The meeting was attended by twenty-nine BLTN Fellows and associates. Special guests attending were Waccamaw Principal Nona Kerr, Assistant Principal Jerry Hughes, and Ashley Derrick of the South Carolina Department of Education. Two more meetings are scheduled for the South Carolina BLTN. The first will be in conjunction with the South Carolina Council of Teachers of English conference in Charleston, January 25-26. The spring meeting will be held on March 23 at Clemson, in conjunction with a program cosponsored by Bread Loaf and the South Carolina Performing Arts Council on March 24-25. Andrea Lunsford and Shirley Brice Heath will be among participants, and Rex Jim will lead a New Mexico troupe in a dramatic performance. Ashley Derrick reported on budget cuts at the South Carolina DOE and expressed her dedication to the continued support of Bread Loaf fellowships. Ashley invited South Carolina BLTN Fellows to collaborate with her in establishing family learning centers in South Carolina's "greatest needs districts." Funded by a federal grant, this program encourages computer literacy and parental involvement in the schools. Anne Shealy and Linda Hardin, currently serving as teacher specialists in greatest needs districts, spoke of the need to involve teachers from these districts in Bread Loaf, either as participants in workshops or as applicants for fellowships, and to provide our knowledge of implementing state standards to these districts. Anne Shealy distributed information on the SCCTE Promising Young Writers Program for eighth grade students and invited BLTN Fellows to serve as judges in writing contests. The meeting then focused on generating answers to the following questions: (1) How can the South Carolina BLTN organization provide support for Bread Loaf teachers? (2) What ideas can be generated for bringing South Carolina BLTN members together in a statewide project? (3) How can the South Carolina BLTN best use BreadNet to share common concerns?

Vermont

In October, Bread Loaf sponsored a statewide conference on literacy for middle school teachers throughout the state. Nancie Atwell presented a stirring keynote address at the conference. Among the BLTN teachers presenting at the conference were Mary Burnham, Doug Boardman, Tish McGonegal, Emily Rinkema, and Ellen Temple. The Vermont BLTN group has several new initiatives this year. The group created a new column in the quarterly publication of the Vermont Council of Teachers of English. The inaugural column reviewed the educational philosophy of Rousseau. Members will take turns writing the columns, which will appear under the auspices of the Vermont BLTN. The publication is distributed to the English departments of all Vermont's high schools. The Vermont BLTN is collaborating with the Vermont Bar Association on an essay contest in an effort to combine studies in literature and law. The essay contest centers on the U.S. Bill of Rights and will be judged by members of both groups. Individual members are also busy in their respective schools: Kurt Broderson is the new Vermont Portfolio Network Leader in the Middlebury area; Suzannah Carr in Cornwall was recently named Secretary for the Board of the Vermont Council of Teachers of English; Doug Boardman, the BLTN state moderator, was named Teacher of the Year for 2001 at Lamoille Union High School and is presenting a workshop at the upcoming NEA Convention on writing with at-risk students; Mary Burnham and Suzannah Carr represented the Vermont BLTN at the November NCTE Convention in Baltimore. A group of Vermont English teachers were recently awarded a two-year Spencer Foundation grant for researching the work of former Bread Loaf professor James Moffett. BLTN members in this project include Tish McGonegal, Bill Rich, Ellen Temple, Gretchen Stahl, and Doug Boardman. ❦

BLTN State Moderators for 2001-2002

Alaska—Pat Truman, Palmer Middle School, Palmer AK

Arizona—Ceci Lewis, Tombstone High School, Tombstone AZ

Colorado—Lucille Rossbach, Idalia High School, Idalia CO

Georgia—Judy Kirkland, Harlem Middle School, Harlem GA

Kentucky—Tim Miller, Worthington Elementary School, Worthington KY

Mississippi—Patricia Parrish, Sumrall Attendance Center, Sumrall MS

New Mexico—Dan Furlow, Clayton High School, Clayton NM

Ohio—Eva Howard, Preble Shawnee Middle School, Camden OH

South Carolina—Ginny DuBose, Waccamaw High School, Pawleys Island SC

Vermont—Douglass Boardman, Lamoille Union High School, Hyde Park VT

Co-directors of Bread Loaf in the Cities Network

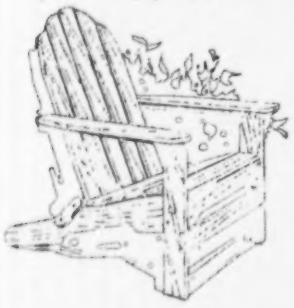
Columbus, Ohio—Mickie Sebenoler, South High School Urban Academy, Columbus OH

Greenville, South Carolina—Janet Atkins, Northwest Middle School, Travelers Rest SC

Lawrence, Massachusetts—Lou Bernieri, Phillips Academy, Andover MA; and Mary Guerrero, H.K. Oliver School, Lawrence MA

New Orleans, Louisiana—Robert Tiller, McMain Secondary School, New Orleans LA

Providence, Rhode Island—Barbara Szenes, Providence School Department, Providence RI



Announcements

Janet Atkins presented "Using Telecommunications in the Language Arts Classroom" at the South Carolina Educational Technology conference on October 16, 2001. Janet co-taught two "Improving Teaching with Technology" workshops, one at Mauldin High School, June 18-22, 2001, with **Phil Sittnick**; and another at Clemson University, June 25-29, 2001, with **Susan Miera**. **Tharon Howard** directed both workshops.

Vivian Axiotis's poem "Meningitis" is included in the fall, 2001, edition of the *Green Hills Literary Lantern*.

Doug Boardman was named 2001 Teacher of the Year of Lamoille Union High School in Vermont.

The Vermont Department of Education appointed **Kurt Broderson** as Portfolio Network Leader for the Middlebury area. Kurt will train Vermont teachers in the use of Vermont's portfolio system for student writing assessment.

Mary Burnham presented "Teachers and Technology: Using Computer Conferences" with **Doug Boardman** at the Middle School Literacy Conference sponsored by Middlebury College, the Bread Loaf School of English, and the Foundation for Excellent Schools, on October 12 and 13, 2001.

Suzannah Carr received the NCTE Leadership Development Award to attend the NCTE fall conference in Baltimore in November.

Gail Denton was a co-presenter with a Riverside Middle School colleague at a regional conference for art educators, Oct. 13, 2001, and with Dr. Rebecca Kaminski, assistant professor at Clemson University, at NCTE's fall conference in Baltimore, November 17. Gail and four of her students presented their email exchanges at a reception at Clemson University on October 1, 2001, to announce Carnegie Corporation funding for Bread Loaf in the Cities.

Ginny DuBose visited several BLTN Fellows' classrooms to support ongoing electronic writing exchanges on BreadNet: Clare Patton's classroom in Ketchikan, Alaska; Susan Miera's in Pojoaque, NM; Mary Burnham's in North Haverhill, NH; and Priscilla Kelley's in Pelion, SC.

Dixie Goswami was honored with a special tribute during a luncheon at the Conference on English Education at NCTE in Baltimore, Friday, November 16. Several Bread Loaf colleagues shared stories about the influence of Dixie's work on English education, including **Courtney Cazden**, **Bette Davis**, **Andrea Lunsford**, **Jim Maddox**, and **Renee Moore**.

WYFF TV of South Carolina presented the Golden Apple Teacher of the Year Award to **Linda F. Hardin** at the end of the 2001 school year. Working on site with teachers at Parker Academy in Greenville to improve teaching strategies in language arts, Linda currently serves as a teacher specialist with the South Carolina Department of Education.

"Redefining the Stereotype" was presented by **Pat Redd Johnson** at the Conference on African American Research held in Caligari, Sardinia, Italy, on March 20-25, 2001.

DeeAnne Kimmel was awarded a Village Green mini-grant from Greenville County School District in South Carolina to incorporate digital photography in BreadNet teacher exchange projects.

Laguna Middle School received a Schools for a New Millennium grant of $150,000 over three years to complete the Laguna culture and history and *Romeo and Juliet* CD-ROMs. The grant will also be used to develop virtual, Web-based field trips to local historic sites, and to develop another CD-ROM about world mythology. **Jim Maddox** and **Emily Bartels** met with al the grant personnel at Laguna in December.

Jason Leclaire was appointed to the Advisory Board for the Ohio Writing Project, an affiliate of the National Writing Project.

Ceci Lewis, Mary Guerrero, Lusanda Mayikana, and Michael Armstrong are co-recipients of a Spencer Foundation Practitioner/Mentoring Grant. Ceci received the 2001 Teacher of Excellence Award from the Arizona Council of Teachers of English. She was named Tombstone High School Teacher of the Year in 2001.

Mary Lindenmeyer presented "A New Look at Secondary Education" at the National Rural Education Association Convention on October 26, 2001. She presented "We Don't Know What We Don't Know" on November 16, 2001 at the NCTE conference in Baltimore.

The Fulbright Memorial Fund Teacher Program selected **Lou McCall** of Gallup Central High School to travel to Japan to participate in a three-week program to promote intercultural understanding be-

tween Japan and the U.S. She made the trip to Japan in November.

J.B. Phillips received a grant for $1,400, from Colorado's Gifted and Talented program, to integrate use of AlphaSmart technology in computer conference exchanges.

The 2001 Alaska State Writing Consortium Summer Institute in Anchorage was taught by **Sondra Porter**. She also provided summer in-service training for the Aleutians East School District. Sondra will provide teacher training throughout the 2001-2002 school year in the Delta School District.

Two students of Idalia High School, Idalia, Colorado, Valerie Soehner and Tonya Cure, co-presented "Cyber Classrooms Study Poetry and Gather Research" with their teacher **Lucille Rossbach** and **Tamara Van Wyhe** at the NCTE Convention in Baltimore in November.

Colleen Ruggieri has taken a leave of absence from Boardman High School to become a language arts consultant for the Ohio Department of Education. She was honored with an NCTE Teacher Excellence Award at the national conference in Baltimore in November. Colleen presented "Multicultural Margins to Mainstream: Teaching Novel Units with the State Standards" at the Ohio Council of Teachers of English fall conference.

At the NCTE conference in Baltimore, **Mickie Sebenoler** was a panelist in a discussion on bridging the gap between high school and college writing expectations.

The Laguna Department of Education received funding from the Intel Foundation and the Bureau of Indian Affairs Office of Indian Education Programs to initiate the Center for Educational Technology in Indian America (CETIA). **Phil Sittnick** will coordinate CETIA's programs, which will provide professional development opportunities and other educational technology resources to American Indian schools and educators nationwide.

Pat Truman was named recipient of the Horace Mann-NEA Foundation Award for Teaching Excellence, one of five teachers in the U.S. to earn the honor. She will travel to Washington D.C. in December to the National Education Association's annual "Salute to Excellence in Education Gala" as a finalist for the NEA Foundation Award for Teaching Excellence.

Tamara Van Wyhe's recent article in *English Journal*, "A Passion for Poetry: Breaking Rules and Boundaries with Online Relationships," was selected by *English Journal* judges as the winner of the Kate and Paul Farmer Award. The award includes an honorarium and a plaque. Tamara was recognized for this achievement at the NCTE Secondary Section Luncheon in Baltimore in November. At Kenny Lake School, Tamara will coordinate a Technology Advancement Grant, funded at $162,000 for the 2001-02 school year. Using BreadNet, the project involves all staff members at the school in site-based professional development, action research, and technology integration.

The United States Department of Education announced that Tennessee will receive a $28.6 million grant under the Reading Excellence Act, the largest competitive education grant in Tennessee history. **Doug Wood** was principal author of the grant.

Bread Loaf Fellows

Since 1993, the following teachers have received fellowships to study at the Bread Loaf School of English through generous support from the Annenberg Rural Challenge, the Wallace-Reader's Digest Funds, the Educational Foundation of America, the School District of Greenville County in South Carolina, the Leopold Schepp Foundation, Middlebury College, the Plan for Social Excellence, Inc., the National Endowment for the Humanities, and the state departments of education of Alaska, Kentucky, Ohio, and South Carolina.

FELLOW	SCHOOL	SCHOOL ADDRESS
Alaska		
Stefanie C. Alexander	East Anchorage High School	4025 E. Northern Lights, Anchorage AK 99508
Catherine Allen	Kodiak Island Borough School District	722 Mill Bay Rd., Kodiak AK 99615
Marilyn Bock	Palmer High School	1170 W. Arctic Ave., Palmer AK 99645
Christa Bruce	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Rob Buck	Benson Secondary School	4515 Campbell Airstrip, Anchorage AK 99507
Patricia Carlson	Lathrop High School	901 Airport Way, Fairbanks AK 99701
Scott Christian	University of Alaska-Southeast	Bill Ray Center, 1108 F St., Juneau AK 99801
JoAnn Ross Cunningham	Haines High School	P.O. Box 1289, Haines AK 99827
Samantha Dunaway	Nome Beltz High School	P.O. Box 131, Nome AK 99762
Hugh C. Dyment	Bethel Alternative Boarding School	P.O. Box 1858, Bethel AK 99559
Pauline Evon	Kwethluk Community School	Kwethluk AK 99621
Patricia Finegan	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Sue Hardin	Petersburg High School	Box 289, Petersburg AK 99833
Allison Holsten	(formerly of) Palmer High School	1170 W. Arctic, Palmer AK 99645
M. Heidi Imhof	Nome Elementary School	P.O. Box 131, Nome AK 99762
Fargo Kesey	Egegik School	General Delivery, Egegik AK 99579
David Koehn	(formerly of) Barrow High School	P.O. Box 960, Barrow AK 99723

Joe Koon	Bethel Regional High School	P.O. Box 1211, Bethel AK 99559
Andrew Lesh	(formerly of) Akiuk Memorial School	Kasigluk AK 99609
Mary Jane Litchard	Ilisagvik College	P.O. Box 749, Barrow AK 99723
Susan McCauley	Glacier View School	HC 03 Box 8454, Palmer AK 99645
Geri McLeod	Glacier Valley Elementary School	10014 Crazy Horse Dr., Juneau AK 99801
Sandra A. McCulloch	Bethel Regional High School	Box 700, Bethel AK 99559
Ali Gray McKenna	Juneau Douglas High School	10014 Crazy Horse Dr., Juneau AK 99801
Taylor McKenna	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Tom McKenna	University of Alaska Southeast	11120 Glacier Hwy., Juneau AK 99801
Rod Mehrtens	(formerly of) Matanuska-Susitna Borough Schools	125 W. Evergreen, Palmer AK 99645
Kassandra Mirosh	Akiuk Memorial School	101 Pike St., Kasigluk AK 99609
Karen Mitchell	University of Alaska Southeast	11120 Glacier Hwy., Juneau AK 99801
Natasha J. O'Brien	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Maria Offer	Klukwan School	P.O. Box 1409, Haines AK 99827
Clare Patton	Revilla High School	3131 Baranof Ave., Ketchikan AK 99901
Prudence Plunkett	Colony High School	125 W. Evergreen, Palmer AK 99645
Sondra Porter	University of Alaska Mat-Su Campus	Trunk Rd., Palmer AK 99645
Shona Redmond-DeVolld	Kenai Central High School	9583 Kenai Spur Hwy., Kenai AK 99611
Karin C. Reyes	Juneau Douglas High School	10014 Crazy Horse Dr., Juneau AK 99801
Mary L. Richards	Gruening Middle School	9601 Lee St., Eagle River AK 99577
Rosie Roppel	Ketchikan High School	Pouch Z, Ketchikan AK 99901
Dianna Saiz	Floyd Dryden Middle School	10014 Crazy Horse Dr., Juneau AK 99801
Anne Salzer	Polaris K-12 School	1440 E Dowling Rd., Anchorage AK 99507
Jill E. Showman	Voznesenka School	P.O. Box 15336, Fritz Creek AK 99603
Sheri Skelton	Shishmaref School	General Delivery, Shishmaref AK 99772
Janet Tracy	East Anchorage High School	4025 E. Northern Lights, Anchorage AK 99508
Patricia A. Truman	Palmer Middle School	1159 S. Chugach, Palmer AK 99645
Tamara VanWyhe	Kenny Lake School	HC 60 Box 224, Copper Center AK 99573
Linda Volkman	Colony Middle School	HC 01 Box 6064, Palmer AK 99645
Trevan Walker	Annette Island School District	P.O. Box 7, Metlakatla AK 99926
Joanna L. Wassillie	Tuluksak High School	Togiak AK 99678

Arizona

Evelyn Begody	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Jason A. Crossett	Flowing Wells High School	3725 N. Flowing Wells Rd., Tucson AZ 85705
Nona Edelson	Greyhills Academy High School	Tuba City AZ 86045
Morgan Falkner	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Christie Fredericks	Tuba City Public High School	P.O. Box 67, Tuba City AZ 86045
Karen Humburg	Tombstone High School	P.O. Box 1000, Tombstone AZ 85638
Amethyst Hinton Sainz	(formerly of) Catalina Foothills High School	4300 E. Sunrise Dr., Tucson AZ 85718
Vicki V. Hunt	Peoria High School	11200 N. 83rd Ave., Peoria AZ 85345
Nancy Jennings	Casa Blanca Community School	P.O. Box 10940, Bapchule AZ 85221
Rex Lee Jim	Diné College	P.O. Box 407, Tsaile AZ 86556
Cecelia Lewis	Tombstone High School	P.O. Box 1000, Tombstone AZ 85638-1000
Mary Lindenmeyer	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Jill Loveless	Globe Junior High School	501 E. Ash St., Globe AZ 85501
Paisley McGuire	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Robin Pete	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Tamarah Pfeiffer	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Lois Rodgers	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Joy Rutter	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Sylvia Saenz	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635
Stephen Schadler	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Susan Stropko	Patagonia School District	P.O. Box 254, Patagonia AZ 85624
Nan Talahongva	(formerly of) Hopi Junior/Senior High School	P.O. Box 337, Keams Canyon AZ 86034
Judy Tarantino	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Risa Udall	St. Johns High School	P.O. Box 429, St. Johns AZ 85936
Judith Willis	Vail High School	9040 S. Rita Rd., Tucson AZ 85747
Maria Winfield-Scott	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635

Colorado

Renee Evans	Miami Yoder School District	420 S. Rush Rd., Rush CO 80833
Stephen Hanson	Battle Rock Charter School	11247 Road G., Cortez CO 81321
Sonja Horoshko	(formerly of) Battle Rock Charter School	11247 Road G., Cortez CO 81321
Ginny Jaramillo	(formerly of) Guffey Charter School	1459 Main St., Guffey CO 80820
John Kissingford	(formerly of) Montrose High School	P.O. Box 10500, Montrose CO 81402
Douglas Larsen	Crestone Charter School	P.O. Box 400, Crestone CO 81131
Nancy Lawson	Montrose High School	P.O. Box 10500, Montrose CO 81402
Joan Light	Montrose High School	P.O. Box 10500, Montrose CO 81402
Melinda Merriam	Paonia High School	1551 Hwy. 187, Paonia CO 81428
Norman Milks	Colorado Education Association	P.O. Box 307, La Junta CO 81050
J. B. Phillips	Cedaredge Middle School	360 N. Grand Mesa Dr., Cedaredge CO 81413

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Bonita L. Revelle	Moffat County High School	900 Finley Ln., Craig CO 81625
Maria Roberts	Peetz Plateau School	311 Coleman Ave., Peetz CO 80747
Lucille Rossbach	Idalia High School	P.O. Box 40, Idalia CO 80735
Sharilyn Smith	Cheraw High School	P.O. Box 159, Cheraw CO 81030
Heidi J. Walls	Durango High School	2390 Main Ave., Durango CO 81301

Georgia

Carolyn Coleman	West Laurens High School	338 Laurens School Rd, Dublin GA 31021
Rosetta Coyne	Brooks County Middle School	1600 S. Washington St., Quitman GA 31643
Jane Grizzle	Ware County Middle School	2301 Cherokee St., Waycross GA 31501
Judith Kirkland	Harlem Middle School	375 W. Forrest St., Harlem GA 30814
Catherine K. Magrin	Union County High School	446 Wellborn St., Blairsville GA 30512
Julie Rucker	Irwin County High School	149 Chieftain Circle, Ocilla GA 31774
K.C. Thornton	Ware County Middle School	2301 Cherokee St., Waycross GA 31501
Terri Washer	Crossroads Academy	5996 Columbia Rd., Grovetown GA 30813

Kentucky

Scott E. Allen	Sebastian Middle School	244 LBJ Rd., Jackson KY 41339
Joan M. Altman	Nelson County High School	1070 Bloomfield Rd., Bardstown KY 40004
Rebecca Coleman	Whitesburg High School	38 College Hill, Whitesburg KY 41501
Shannon Collins	Owensboro Community College	4800 New Hartford Rd., Owensboro KY 42303
Sheryl Ederheimer	DuPont Manual High School	120 W. Lee St., Louisville KY 40208
M. Patricia Fox	Scott High School	5400 Taylor Mill Rd., Taylor Mill KY 41015
Alison Hackley	Grayson County High School	240 High School Rd., Leitchfield KY 42754
Joan Haigh	Danville High School	203 E. Lexington Ave., Danville KY 40422
Laura Schmitt Miller	Meade County High School	938 Old State Rd., Brandenburg KY 40108
Timothy J. Miller	Worthington Elementary School	800 Center St., Worthington KY 41183
Rhonda S. Ortlenburger	Kit Carson Elementary School	450 Tates Creek Rd., Richmond KY 40475
Peggy Dinwiddie Otto	Hancock County High School	80 State Route 271 S., Lewisport KY 42351
Patsy Puckett	Estill Springs Elementary School	PO Box 314, Irvine KY 40336
Stephanie Raia	Doss High School	7601 St. Andrews Ch.Rd.,Louisville, KY 40214
Daniel Ruff	Woodford County High School	180 Frankfort St., Versailles KY 40383
Katherine Rust	Robert D. Johnson Elementary School	1180 N. Ft. Thomas Ave., Ft Thomas KY 41075
Rebecca A. Slagle	Brown School	546 S. First St., Louisville KY 40202
Mary Thomas	Argillite Elementary School	HC 60 Box 670, Argillite KY 41121
Patricia Watson	Floyd County Schools	Prestonburg KY 41653
Cindy Lee Wright	Westpoint Independent School	209 N. 13 St., Westpoint KY 40177

Mississippi

Sharon Ladner	Gautier High School	4307 Gautier Vancleave Rd., Gautier MS 39553
Judith Lawrence	Kemper County High School	P.O. Box 429, Dekalb MS 39328
Renee Moore	Broad Street High School	P.O. Box 149, Shelby MS 38774
Patricia Parrish	Sumrall Attendance Center	P.O. Box 187, Sumrall MS 39482
Peggy Turner	Saltillo High School	Box 460, Saltillo MS 38866

New Mexico

Anne Berlin	Cuba High School	P.O. Box 70, Cuba NM 87013
Regina Bitsoi	Newcomb Middle School	Highway 666, Box 7973, Newcomb NM 87455
Jennifer Brandt	Los Alamos High School	300 Diamond Dr., Los Alamos NM 87544
Carol Ann Brickler	Pecos Elementary School	P.O. Box 368, Pecos NM 87552
MaryBeth Britton	Pecos High School	P.O. Box 368, Pecos NM 87552
Karen Foutz	Newcomb Middle School	P.O. Box 7973, Newcomb NM 87455
Daniel Furlow	Clayton High School	323 S. 5th St., Clayton NM 88415
Emily Graeser	Bernalillo High School	P.O. Box 640, Bernalillo NM 87004
Janice Green	Mosquero Municipal Schools	P.O. Box 258, Mosquero NM 87746
Annette Hardin	Carlsbad High School	408 N. Canyon, Carlsbad NM 88220
Diana Jaramillo	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Glenda Jones	Mountain View Middle School	4101 Arkansas Loop, Rio Rancho NM 87124
Roseanne Lara	Gadsden Middle School	Rt. 1, Box 196, Anthony NM 88021
Juanita Lavadie	(formerly of) Yaxche School Learning Center	102 Padre Martinez Ln., Taos NM 87571
Jeffery M. Loxterman	Fort Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Carlotta Martza	Twin Buttes High School	P.O. Box 680, Zuni NM 87327
Betty Lou McCall	Gallup Central High School	325 Marguerite St., Gallup NM 87301
Theresa Melton	Tse'Bit'ai Middle School	P.O. Box 1873, Shiprock NM 87420
Arlene Mestas	Española Valley High School	P.O. Box 3039, Fairview NM 87533
Alma Miera	Pecos Elementary School	P.O. Box 368, Pecos NM 87552
Susan Miera	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501

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S. Gail Miller	Alamo Navajo Community School	P.O. Box 907, Magdalena NM 87825
Gary Montaño	(formerly of) Carlsbad High School	408 N. Canyon, Carlsbad NM 88220
Barbara Pearlman	Hot Springs High School	P.O. Box 952, Truth or Consequences NM 87901
Cara Connors Perea	Monte Del Sol Charter School	P.O. Box 4058 Santa Fe NM 87505
Jane V. Pope	Lovington High School	701 W. Ave. K, Lovington NM 88260
Lisa K. Richardson	Alamo-Navajo Community School	P.O. Box 907, Magdalena NM 87825
Chad C. Rucker	Tohatchi High School	P.O. Box 248, Tohatchi NM 87325
Philip Sittnick	(formerly of) Laguna Middle School	P.O. Box 268, Laguna NM 87026
Lauren Thomas Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Bruce R. Smith	Jemez Valley High School	8501 Highway 4, Jemez Pueblo NM 87024
Jeffrey Sykes	Navajo Preparatory School	1220 W. Apache St., Farmington NM 87401
Helen N. Wintle	(formerly of) Fort Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Michelle Wyman-Warren	Mountainair High School	P.O. Box 456, Mountainair NM 87036
Terry Wyrick	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501

Ohio

Carly Andrews	Mason High School	707 S. Mason Montgomery Rd., Mason OH 45430
Vivian Axiotis	Boardman High School	7777 Glenwood Ave., Youngstown OH 44512
Dean Blase	Indian Hill High School	6845 Drake Rd., Cincinnati OH 45243
Cynthia Boutte	Riedinger Middle School	77 W. Thornton St., Akron OH 44311
Elizabeth Bruner	Miami Valley School	5151 Denise Dr., Daytona OH 45429
Joan Caudill-Cook	Jefferson Township High School	2701 S. Union Rd., Dayton OH 45418
Susan Chevalier	South High School Urban Academy	1116 Ann St., Columbus OH 43206
Joanna Childress	Washington County Career Center	Rt 2, Marietta OH 45750
Judith Ellsesser	South Webster High School	P.O. Box 100, South Webster OH 45682
Anne Elrod	Chagrin Falls High School	400 E. Washington St., Chagrin Falls OH 44022
Eric Eye	Jackson Milton High School	14110 Mahoning Ave., N. Jackson OH 44451
Judith Garshelis	Fairfield Intermediate School	255 Donald Dr., Fairfield OH 45104
Jason Haap	Purcell Marian High School	2935 Hackberry St., Cincinnati OH 45206
Jamie Heffner	New Richmond Middle School	1135 Bethel-New Richmond Rd., New Richmond OH 45157
Sue Herman	Wooster High School	515 Oldman Rd., Wooster OH 44691
Eva Howard	Preble Shawnee Middle School	5495 Somers Gratis Rd., Camden OH 45311
Jason Leclaire	Bradford High School	712 N. Miami Ave., Bradford OH 45308
Elizabeth Nelson	Shawnee High School	1675 E. Possum Rd., Springfield OH 45502
Amanda O'Dell	Lakewood High School	4291 National Rd., Hebron OH 43025
Kari Pietrangelo	South High School Urban Academy	1160 Ann St., Columbus OH 43206
Su Ready	Seven Hills Middle School	5400 Red Bank Rd., Cincinnati OH 45227
Cynthia Rucker	Maysville High School	2805 Pinkerton Rd., Zanesville OH 43701
Colleen Ruggieri	Boardman High School	7777 Glenwood Ave., Boardman OH 44512
Michael Scanlan	Ripley Union Lewis Huntington Jr./Sr. H. S.	1317 S. Second St., Ripley OH 45167
Mickie Sebenoler	South High School Urban Academy	1160 Ann St., Columbus OH 43206
Jennifer Skowron	Wooster High School	515 Oldman Rd., Wooster OH 44691
Erin Spear	Manchester High School	437 W. Nimisila Rd., Akron OH 44319
Sara Thorburn	Mansfield Senior High School	314 Cline Ave., Mansfield OH 44907
Mandy Walden	Wooster High School	515 Oldman Rd., Wooster OH 44691

South Carolina

Janet Atkins	Northwest Middle School	1606 Geer Highway, Travelers Rest SC 29690
Michael Atkins	Blue Ridge High School	2151 Fews Chapel Rd., Greer SC 29651
Polly E. Brown	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Bekki Camden	League Academy	125 Twin Lake Rd., Greenville SC 29607
Kathy Carroll	Ridge View High School	4801 Hard Scrabble Rd., Columbia SC 29229
Victoria Chance	Travelers Rest High School	115 Wilhelm Winter St., Travelers Rest SC 29690
Diane M. Crenshaw	Dixie High School	Box 158 1 Haynes St., Due West SC 29639
Gail R. Denton	Riverside Middle School	615 Hammett Bridge Rd., Greer SC 29650
Roger Dixon	Walterboro High School	3178 Bull Dog Ave., Walterboro SC 29488
Ginny DuBose	Waccamaw High School	2412 Kings River Rd., Pawleys Island SC 29585
Eliza Duval	Dutch Fork High School	1400 Old Tamah Rd., Irmo SC 29063
Monica M. Eaddy	(formerly of) Mayo High School	405 Chestnut St., Darlington SC 29532
Barbara Everson	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Doris Ezell-Schmitz	Chester Middle School	1014 McCandless Rd., Chester SC 29706
Wanda Freeman	Forestbrook Middle School	4430 Gator Lane, Myrtle Beach SC 29579
Anne Gardner	(formerly of) Georgetown High School	P.O. Box 1778, Georgetown SC 29442
Wendy Garrison	Riverside Middle School	615 Hammett Bridge Rd., Greer SC 29650
Barbara Gossett	Mauldin High School	701 E Butler Rd., Mauldin SC 29662
Linda Hardin	Beck Academy of Languages	302 McAlister Rd., Greenville SC 29607
Elizabeth Johnson	Carolina High School and Academy	2725 Anderson Rd., Greenville SC 29611
Corinthea Jones	Marlboro County High School	951 Fayetteville Ave., Bennettsville SC 29512
Priscilla Kelley	Pelion High School	P.O. Box 68, Pelion SC 29123
DeeAnne Kimmel	Woodland Elementary School	209 West Rd., Greer SC 29605
Monica Langley	Chester Middle School	1401 McCandless Rd., Chester SC 29706
Sandra Mills	Mauldin High School	701 E Butler Rd., Mauldinb SC 29662

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Anne Peden	Greenville Middle School	339 Loundes Rd., Greenvillen SC 29607
Carolyn Pierce	Cheraw High School	649 Chesterfield Hwy., Cheraw SC 29520
Darin Rawl	Bamberg-Ehrhardt High School	N Carlisle St., Bamberg SC 29003
Bernard Schoen	Waccamaw High School	2412 Kings River Rd., Pawleys Island SC 29585
Anne Shealy	John Ford Middle School	P.O. Box 287, Saint Matthews SC 29135
Betty Slesinger	(formerly of) Irmo Middle School	6051 Wescott Rd., Columbia SC 29212
Nancy Smith	Mauldin Middle School	1190 Holland Rd., Simpsonville SC 29681
Mary Tisdall	Northwest Middle School	1606 Geer Hwy., Travelers Rest SC 29690

Vermont

Cristie Arguin	Northfield High School	31 Vine, Northfield VT 05663
Douglass Boardman	Lamoille Union High School	Rt. 15, Hyde Park VT 05455
Kurt Broderson	Mt. Abraham Union High School	9 Airport Dr., Bristol VT 05443
Suzannah L. Carr	Cornwall Elementary School	112 School Rd., Cornwall VT 05753
Katharine Carroll	Middlebury Union High School	Charles Ave., Middlebury VT 05753
Moira Donovan	Peoples Academy	202 Copely Ave., Morrisville VT 05661
Jane Harvey	Brattleboro Union High School	50 Fairground Rd., Brattleboro VT 05301
Ann Larkin	Orwell Village School	Main St., Orwell VT 05760
Margaret Lima	Canaan Memorial High School	1 School St., Canaan VT 05903
Suzane Locarno	Hazen Union School	Main St., Hardwick VT 05843
Judith Morrison	Hinesburg Elementary/Middle School	Hinesburg VT 05461
Kathleen Otoka Gibbs	Springfield High School	303 South St., Springfield VT 05156
Bill Rich	Colchester High School	Laker Ln., Colchester VT 05446
Emily Rinkema	Champlain Valley Union High School	CVU Rd., Hinesburg VT 05461
Matthew C. Schlein	Vergennes Union High School	50 Monkton Rd., Vergennes VT 05491
Gretchen Stahl	Harwood Union High School	RFD 1 Box 790, Moretown VT 05660
Ellen Temple	Camels Hump Middle School	Brown Trace Rd., Richmond VT 05477
Vicki L. Wright	Mt. Abraham Union High School	9 Airport Dr., Bristol VT 05443
Carol Zuccaro	St. Johnsbury Academy	1000 Main St., St. Johnsbury VT 05819

At Large

Mary Burnham	Haverhill Cooperative Middle School	175 Morrill Dr., North Haverhill NH 03774
Mary Ann Cadwallader	Rivendell Academy	RR1 Box 82B, Orford NH 03777
Mary Juzwik	Center for English Learning and Achievement	University of Wisconsin, Madison WI 53706
Kevin McNulty	Penn High School	56100 Bittersweet Rd., Granger IN 46545
MacNair Randall	Metairie Park Country Day School	300 Park Rd., Metairie LA 70005
James Schmitz	Kennedy Charter Public School	P.O. Box 472527, Charlotte NC 28247
Mohsin Tejani	Aga Khan School	Aga Khan Rd., Kharadhar Karachi Pakistan

Urban Teacher Fellows

Gabri'lla Ballard	Frederick Douglass Sr. High School	3820 St. Claude Ave., New Orleans LA 70117
Emma Brock	Anne Beers Elementary School	36 Alabama Ave. SE, Washington DC 20020
Craig Ferguson	Newlon Elementary School	361 Vrain St., Denver CO 80219
Richard Gorham	Lawrence High School	233 Haverhill St., Lawrence MA 01840
Mary Guerrero	HK Oliver School	183 Haverhill St., Lawrence MA 01841
Amy Halloran	HK Oliver School	183 Haverhill St., Lawrence MA 01841
Michael Hodnicki	Trenton Central High School	400 Chambers St., Trenton NJ 08609
Elizabeth Kimball	Arlington School	150 Arlington St., Lawrence MA 01841
Michael Mayo	(formerly of) Nativity Preparatory School	30 Raynor Circle, Roxbury MA 02120
Carol Ann Moore	Trenton Central High School	400 Chambers St., Trenton NJ 08609
Shana Morrison	Newlon Elementary School	361 Vrain St., Denver CO 80219
Susan Phieffer	South Lawrence East School	165 Crawford St., Lawrence MA 01840
Erica Rogers	Clifford J Scott High School	129 Renshaw Ave., East Orange NJ 07017
Robert Tiller	McMain Secondary School	5712 S. Claiborne Ave., New Orleans LA 70125
Patricia Ann Ward	Eleanor McMain Secondary School	5712 S. Claiborne Ave., New Orleans LA 70125

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From the Editor: Networked Teaching and Learning

Chris Benson

This issue of the *Bread Loaf Teacher Network Magazine*, devoted to "Networked Teaching and Learning," is the first issue since the terrible events of September 11, 2001. Since that day we've seen priorities of our citizens and government reorganized. Reform in education, a major discussion in the last presidential campaign, suddenly seems less important than securing our homes, schools and places of work.

During the last five months I've heard many of my teacher colleagues say, "The world changed on September 11." I've tried to understand this statement, and I've come to believe that the world hasn't changed nearly as much as *we* have changed. We no longer take our privileges as American teachers for granted; moreover, we've begun to realize how very important it is for schools to be places where children and young adults can study the differences among the world's cultures, learn to use language and literature as essential tools for understanding other cultures, and develop the habit of tolerance for others who are different from us. My teacher friends tell me they feel obligated as never before to endow their students with these skills and perspectives.

Many of the articles in this issue of the magazine were drafted before September 11, 2002, yet the issues raised here about networking classrooms with technology could hardly be more relevant than if they'd been written in response to the attacks of that day. As previous issues of this magazine have shown, Bread Loaf teachers use technology to provide students with intense motivation to read literature, write about it, and even write literature itself. But networking our classrooms also provides teachers and students with a way to cross boundaries of geography, race, culture, and language, which is a stepping stone toward greater world community and understanding.

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